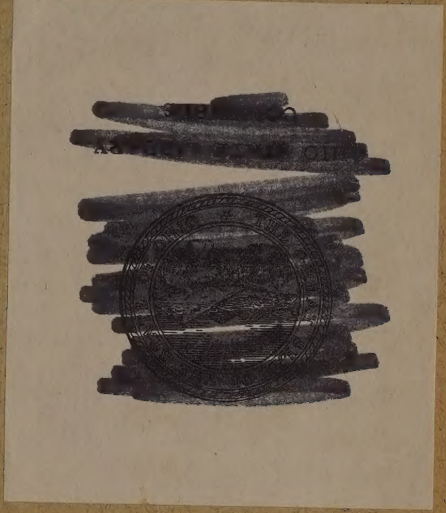

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RAW MATERIAL

TRAINING THE TODDLER

BY

ELIZABETH CLEVELAND

SUPERVISOR GIRLS' AND WOMEN'S ACTIVITIES, DETROIT PUBLIC SCHOOLS

16 ILLUSTRATIONS

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BASIC STANDARDS IN CHILD TRAINING

An attempt to set down in the form of general principles some of the wisdom gained by contact with the children and teachers of the Merrill Palmer School of Detroit.

Illustrated out of the experience of the Nursery School in dealing with children between two and five, but applicable to other ages in schools or homes.

Arranged conveniently for the uses of groups of parents, classes of girls, or others engaged or interested in the training of little children.

SOURCE AND AIM

The purpose of this book is not primarily to add to the great and growing volume of material available to the student of child health and child psychology. It is rather to present to the interested adult the body of doctrine which has grown out of the research work of specialists in these fields, to indicate by illustrative examples the inductive processes by which these conclusions have been arrived at, and to suggest a method of using individual experience to contribute to the further evolution of sound theory. It is designed to serve not as a final source of information, but as a stimulus to the seeking of information, and as a guide to show how and where reliable information may be found. It aims especially to state the fundamental principles underlying the training of children in a definite form suitable for use in the home, in short courses for parent-teacher associations or kindergartens, other adult groups, or as a text-book for high school classes of girls in home economics, embodying in a

central core the theory to be supplemented by actual practice in child care.

The Merrill Palmer School is an institution endowed under the will of the late Mrs. Lizzie Merrill Palmer of Detroit, for training of girls for motherhood. The girls in training are students in various colleges and universities. Their work deals with child health and nutrition, child psychology, child management, and educational method. To provide them with practice an experimental nursery school is maintained. The little children who attend the school furnish most of the illustrative material which follows. The staff of specialists who conduct the school have contributed the scientific research work from which are drawn the conclusions herewith submitted. To Miss Edna N. White, director, I am indebted for the generous and wholehearted gift of the keys of the school, which, literally speaking, has meant the freedom of the building, the resources of the library, the use of a delightful lecture room for extension classes, and an ideal place to study at those evening and holiday hours when public offices are janitorless and cold—and figuratively

speaking has meant sharing the joys of a pioneer educational experiment, sitting in at fruitful conferences and seminars, and contact with the many worth while people from all over the world who have come to see and study and gone forth to praise. Miss Lila Skinner, dietitian, has contributed the results of her experiments in the feeding of the children, and has critically read and revised the material dealing with physical development, which also has been passed on by Dr. Icie Macy, nutrition specialist. For the material on children's clothing Miss Ellen Miller, in charge of extension work, is the authority. Miss Rachael Stutsman, fellow in psychology, conducted most of the mental tests whose results are presented in the section on mental development. Miss Emma Henton, Miss Winifred Harley, and Miss Christine Heinig, nursery school teachers, were the first to tell me most of the tales of individual children which follow. Many of these tales have been by this time retold to many audiences. We have all used each other's stories, studies, and statistics whenever possible. What I, technically an outsider, have attempted here is simply to

put them together in connected form. For the material itself I am indebted to them all, but to none so deeply as to my beloved friend, Dr. Helen T. Woolley, psychologist in charge of the nursery school, whose patient and loving researches, in the light of her rare powers of insight and interpretation, have led her farther than anyone I have ever known into the heart of childhood.

ELIZABETH CLEVELAND

April, 1925

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PART ONE

INTRODUCTORY

THE NEEDS OF THE TODDLER
TWO LIONS IN THE PATH

TRAINING THE TODDLER

INTRODUCTORY

THE NEEDS OF THE TODDLER

"Teach us what we shall do unto the child that shall be born."
JUDGES, xiii, 8.

SIGNIFICANCE OF THE IMPRESSIONS OF EARLY CHILDHOOD

THE modern state, in the exercise of its power of guardianship, asserts with confidence and emphasis its right to intervene between parent and child to protect the rights of the child in behalf of the citizen of the future. It postpones the parents' enjoyment of the child's earnings by prohibiting or restricting child labor. It holds the parent to his responsibility for the child's education by enforcing school attendance. Its authority extends even to the power of arbitrarily removing the child from the unfit parent. But most of its active intervention begins with what may be roughly termed the school age. From the time the child enters

the kindergarten the power and protection of the state begin to encompass him. Though the state may fall short in carrying out its ideal program of child welfare, at least it does to some extent provide the machinery for exercising trusteeship over its children until they are able to assert their own rights for themselves. Before the school age, however, the child has been left almost entirely to the care of the parents, partly on the naïve assumption that "natural instinct" is a safe guide in the training of young children, partly because the community has been slow to realize the immense significance of the impressions received in early childhood.

A BETTER ENVIRONMENT FOR THE BABY

We have only just begun to question the wisdom of this system—to ask ourselves how far parents in general have justified this confidence, and to perceive that community interest in childhood is weakest during the period between two and five years of age. The very little baby is much better looked after. His novelty and frailness keep him an object of tenderest atten-

tion and concern. The vigorous campaigns that have been carried on by government and private agencies to reduce the rate of infant mortality, the multiplying of baby clinics, the "better babies" contests, the efforts of women's clubs, the stream of authoritative publicity available to all through newspapers and women's magazines—all these forces have combined to produce a better environment for the baby. But for the child who has passed out of babyhood and has not yet reached the school age, there has been much less community concern. We have tended to slip back into the comfortable theory that all that is really needed to tide him over until the school age is to keep him free from actual illness and reasonably happy and let him vegetate, and that to perform this easy task the average mother in the average home is abundantly competent. We have even carried this comfortable theory so far as to assume that for the average mother in the average home no special training in child care is necessary, an attitude which has fostered a very general and complacent ignorance of the needs of children under school age, so that the kindergarten finds

them already sadly handicapped. We have barely arrived at the point where the group at last perceives that our schemes of education for girls have omitted the special training for the kind of life we know that most of them will live, although the unfortunate results of this lack of training are all about us.

MOTHERS AND TEACHERS

In our slow arriving at this point, moreover, we have been building up a tradition whose inertia is hard to overcome. There is the standard that any mother is a better authority on children than any teacher. There is the standard that home and school are separate "fields," and should not interfere in each other's affairs. There is the theory that training in practical life activities, to be effective, should be deferred until the student is confronted with the actual situation, which is reaching beyond the grasp of our present educational system, and forgetting that many girls are already grappling with the problem in the character of elder sisters. Most fundamental of all, there is a sensitively felt class consciousness—in the upper groups an aristocratic assumption of inborn infalli-

bility in matters of daily living and upbringing; in the lower groups a desperate imitation of that Olympian rejection of instruction. And there is always the practical difficulty of providing a satisfactory method of instruction. The ideal method should be, of course, a laboratory method—actual practice with children. And when this method is attempted or discussed, the doubters begin their anxious questions: Where are the children coming from? Would mothers surrender three and four year old children to the schools? Should they be permitted to do so if they would? Where could you get competent teachers? How could you regulate numbers to provide enough practice for training classes without exploiting children? Would the present type of school buildings be suitable? If not, what kind should be provided? And where would the money come from?

While this discussion is going on, the unfortunate conditions continue to challenge our educational systems. Consider the standards revealed in such casual remarks as these, made recently by pupils in evening schools: "I've been trying to bring our baby over for you to see, but the darn little thing goes to sleep on me

every night when it's time to start. She's only six months old, and she spills tomatoes all down her front too cute for anything. And you ought to hear her holler when we quit feeding her sweet potatoes."

"Yes, I told my sister she shouldn't feed her kids tea and coffee when they're only two and three, but she started it on 'em when they was little babies and now she can't break it on 'em. They'd yell like the devil if they didn't get it. They don't mind her good. They're afraid of their pa when he's home, but she can't hurt 'em enough."

All around us in our cities we see these unfortunate babies, devouring pickles and bananas in their go-carts, late at night falling asleep in crowded street cars, or pitifully wide awake at the movies. We know that they are objects of love and hope and sacrifice and that the trouble is simply that their parents are untrained. We are so used to it that for the most part we accept it as something we are powerless to prevent.*

* "Twixt Infancy and Alphabet," *Survey Graphic*, Jan., 1923.

THE DAY'S ACTIVITY OF THE THREE YEAR OLD

The three year old, in hundreds of thousands of American homes begins his day by getting along as best he can while mother cooks the breakfast and gets father off to work and the older children off to school. He follows mother about, more or less in the way, while she washes the dishes and makes the beds and bathes the baby. Of course he is learning something from his environment, but very little is actually planned for his training or happiness. If he is very lucky he finds other children of his own age to play with. Too often he is merely turned loose in the yard (if there is one) and hedged about with prohibitions as to how far he may wander, or accompanies mother to the store, trotting beside the baby carriage. Then mother has to get lunch for the older children and wash the dishes, and put the baby to bed, and darn stockings, and take up the baby and wash and dress them both, and get dinner, and wash the dishes, and put the children to bed. How is she to keep rested and wise and fit to meet his

emergencies and play with him and tell him stories and solve his puzzles and develop in him tastes and appreciations and ethical standards?

THE DEMAND FOR MOTHER TRAINING

Only very recently have the mothers themselves begun to realize and bewail their lack of training. But the demand is growing. Libraries are besieged for reliable material; newspapers are running "mothers' columns" edited by the best available authorities; women's clubs and study classes and parent-teacher associations are urging serious and scientific study of childhood and its needs. The newly incorporated American Child Health Association of which Mr. Herbert Hoover is president has chosen as its most pressing problem the need of the pre-school child. "Until he's two he's a baby and baby is king," says Dr. Philip Van Ingen, distinguished child specialist and secretary of the association. "But after his second birthday what happens? He doesn't go to the baby welfare station anymore. He isn't received in many nurseries. He is too young to go to school. Probably there is

MERRY GO ROUND

another baby in his mother's arms. So he is neglected at just the age when he particularly demands care and attention . . . I am convinced that the neglect of the pre-school child was mainly responsible for the appallingly large number of physically deficient youths discovered by our army examiners during the war." He further points out the hopelessness of leaving the correction of these conditions in the hands of the ordinary mother. "You can put a baby in a crib and let it sleep," he says, "But you have to amuse a child of three and it's no easy job. You have to keep this child out in the open air: it's one woman's job to keep a child of pre-school age playing safely in the park. If a child of that age is not watched—well, for one thing, any article the child touches may go into its mouth. Yet how can the mother in poor circumstances, with several other children, a smaller baby among them, with her housework and her husband—how can this woman spend a long day outdoors with her young child? If she's careful and conscientious, she keeps it in the house most of the time—and there again the child suffers."

In a series of articles written for the *Woman's Home Companion,* Mrs. Ethel Puffer Howes has been voicing the protest of the every day American woman against the impossible burden she is expected to assume. In response to the magazine's invitation letters have come from all parts of the country detailing the record of drudging days and demanding a measure of relief in the care of little children in order to care for them better. Coöperative schemes for lightening the labor are being suggested, tried, and reported on. Here and there, small groups of women have combined to employ a nurse or kindergartner.

The American Association of University Women has recently taken the education of the pre-school child as one of its main subjects for investigation, employing for this purpose a special salaried assistant to the general secretary.

EARLY TRAINING AND ITS EFFECT ON LATER LIFE

Along with this growing consciousness of the need for training in child care comes the voice of authority, telling us with more and more certainty that these very years during which the

child is left to the mother's inexpert and unaided care, are the most critical period in his development. The work of Freud and his pupils, and of an increasing number of physicians and psychiatrists is pointing more and more to the inescapable conclusion that the impressions received at this early age are imperishable and fraught with momentous consequences, that the nature of these impressions determines much more largely than we had dreamed the destiny of the individual—whether he is to become a normal person, capable of adjustment with his environment, or an abnormal person, incompatible with the world in which he lives. We are told, for instance, of great harm in adult life resulting from unwise emotional treatment of children's lies or tantrums or curiosities. We are warned that serious pathological disturbances arise from natural impulses repressed or fears aroused or truths distorted in early childhood. We have begun to realize that habits, good and bad, of lifelong tenacity are being formed in the three year old child; that powers are being born in him that need wise direction or restraint; that standards of behavior are developing from

his contacts with his group. We are coming to see that in order to develop right habits and powers and standards he must be provided with the best possible environment, and that no ordinary home can provide the best possible conditions for three year olds, any more than for six year olds, for twenty-four hours a day unaided.

THE IDEA OF THE MERRILL PALMER SCHOOL

This is to say, we are awakening to the need for an earlier beginning of organized education. Such an awakening can be greatly stimulated, of course by the work of private agencies. Detroit is fortunate in having in the Merrill Palmer School an agency able and willing to conduct an experimental nursery school for the purpose of demonstrating this need. The Merrill Palmer School is an institution endowed under the will of Mrs. Lizzie Merrill Palmer for the training of girls for motherhood as expressed in the following clause: "I hold profoundly the conviction that the welfare of any community is divinely and hence, inseparably, dependent upon the quality of its motherhood, and the spirit and character of its homes, and

moved by this conviction, I hereby give, devise and bequeath all the rest, residue and remainder of my Estate, of whatsoever kind and character and wheresoever situated, for the founding, endowment and maintenance, in the City of Detroit, or in the Township of Greenfield, County of Wayne, State of Michigan, of a school to be known as the Merrill Palmer Motherhood and Home Training School, at which, upon such plan and system, and under such rules and regulations, as shall, in the judgment and wisdom of those upon whom the adminstration shall devolve, be adopted, girls and young women of the age of ten (10) years or more shall be educated, trained, developed and disciplined with special reference to fitting them mentally, morally, physically and religiously for the discharge of the functions and service of wifehood and motherhood, and the management, supervision, direction and inspiration of homes." *

The will of Mrs. Palmer providing for the establishment of the Merrill Palmer School was signed May 17, 1916. Mrs. Palmer died July

* First Annual Report Merrill Palmer School.

28, 1916, and the will was admitted to probate June 26, 1918. The court ordered that as soon as possible after the will had been admitted to probate the Executors convey all the property, both real and personal, coming into their hands and belonging to the trust created by Mrs. Palmer's will, to a corporation to be thereafter formed and named the Merrill Palmer Motherhood and Home Training School. On October 20, 1918, the corporation of five men was organized. One of the first official acts of this body of men was to select as associates six women. Their particular responsibility was to be the actual organization of the school from the point of view of the needs of girls and women, while the men were to retain the business administration of the corporation. Miss Edna N. White, Head of the Department of Home Economics at the University of Ohio, in charge of academic work, extension, and teacher training, and at that time President of the National Home Economics Association was appointed as general director and began her work in February, 1920.

In the spring of 1921, Miss White presented to the board a plan for the establishing of an

experimental nursery school on the lines of the nursery schools in England under the Fisher Act, with the aim of providing an adequate laboratory for the training of girls in child care and of measuring the value of certain types of training for children of pre-school age. The plan was approved, and Miss White was sent to England to study the nursery schools there. On her return in the fall the project was pushed rapidly forward. The choice of a director had been from the first a matter of concern. It was felt that whoever was to pioneer this field in America should be a woman of outstanding ability, with broad educational background and experience, the originality to develop new methods, particularly along the lines of mental development, and a national reputation which would insure general interest and confidence. Such qualifications are easier to formulate than to secure, but by great good fortune the Merrill Palmer School was able to realize this ideal in Dr. Helen T. Woolley, who was resigning her position as Head of the Vocational Guidance Bureau of Cincinnati Public Schools to live in

Detroit, where her husband's work had called him. Mrs. Woolley began organizing the work in the fall of 1921. Miss Emma Henton, Head of an English Nursery School, was secured as teacher. Arrangements were made with Michigan Agricultural College to permit senior students to enter the Merrill Palmer School in groups of six for a twelve week term of instruction in home-making and child care, and the school opened with thirty children enrolled in January, 1922.

THE NURSERY SCHOOL

The building secured by the trustees for the nursery school and main offices is a fortunate choice. It was the home of the late Mr. Charles M. Freer, wealthy and well known art collector, during whose lifetime it was much visited by art lovers and frequently thrown open to groups representing civic or educational interests. There were two large galleries, housing a fine collection of oriental paintings which were left by Mr. Freer's will to the Smithsonian Institution. These galleries, of fire proof construction, were difficult to alter to the uses of a home, but

admirably adapted to the purposes of the school. The location on Ferry Avenue near Woodward, in a once "desirable residence section," now encroached upon by stores and cheaper dwellings, is a good centre from which to draw all the various types of children who will later attend the public schools. In the second year, the house next door, another stately old home, was secured as living quarters for students and the enlarged staff. A little house in the rear which had been used as servants' quarters was fitted up as a laboratory for mental testing.

EQUIPMENT CHOSEN TO MEET THE CHILD'S NEEDS

The equipment of the nursery school proper has been chosen with the idea of providing for the children an adequate and attractive though simple and practical material environment. Outdoors there are tiny teeters, slides and swings, and a big sandpile. The indoor equipment is adapted in size and character to the uses and handling of the children. The floors of the playrooms are covered with heavy linoleum, easy to mop and easy to fall on. The downstairs room

is equipped with little tables and chairs and lined with low shelves for all sorts of playthings—dolls, toys, blocks, pictures, books, building material—everything likely to help a child enjoy a pleasant and profitable day. In the store room, ready to be dragged outdoors, are velocipedes, wagons, kiddie cars, large building blocks, sand pails and shovels and little gardening tools. Each child has his own particular cupboard in the cloak room and his own towel hook in the bath room, which he knows by gay little pictures pasted above them.

Nothing has been bought without the aid of thoughtful study and expert judgment, which care has been repaid by a most attractive general effect. The quiet, harmonious coloring and the scrupulous neatness and order produce a very pleasing and appropriate setting for the delightful play of every day.

ACTIVITIES OF THE SCHOOL DAY

The nursery school day begins about eight o'clock in the morning for John's mother and Helen's are teachers, Jessie's "goes out by the day" and Sammy's auntie works in an office

NURSE S INSPECTION

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down town. These children are usually the first arrivals. A little later and one at a time come those who are driven to school in state by fathers on their way to business. About nine the school bus drives gaily up and releases its impatient load of youngsters, the teacher in charge apparently attempting a lively impersonation of the old woman who lived in a shoe as she tries to make herself heard above the shouting and laughter and the excited barking of the driver's Airedale. This long drawn out period of arrivals has the advantage of giving the teachers more of an opportunity to welcome the children individually, and confer with the parents than would be possible in an ordinary schedule-ridden school.

All the regular activities throughout the day are consciously made educational processes. Each child, on arriving in the morning, takes off his own wraps and hangs them in his own cupboard with as little assistance as possible. When wraps have been removed, each child is inspected by a Board of Health nurse stationed at one end of the cloak-room. No child enters

the playroom without passing this inspection. If there is evidence of cold or fever the child is sent home. If there is any minor ailment that can safely be cared for at the school, the nurse attends to it. She may, for instance, prescribe quiet, or indoors, or a modification of diet, or exercise for the day. This precaution has probably helped very much in keeping the children in good condition and preventing outbreaks of contagious disease.

After a morning of outdoor play in the sandpiles, on the swings and teeters, with wagons and kiddie cars and velocipedes, the children go in to dinner. Just before the serious business of table-setting begins they gather for a few moments in a circle for a story and a little music. A very enlightening flow of conversation is an entertaining feature of this period. This is the dread age of endless questioning—of that insatiable appetite for stories which will swallow the most improbable of wonder tales, which relishes the same ones over and over, and can still stomach the Chicken Little style of repetition. This is the time of memorizing by

rote rather than logic, as illustrated by Elizabeth's prayer:

"Now I lay me down to sleep,
I pray Thee, Lord, my soul to keep;"
"If he hollers, let him go,
Eny, meeny, miny, mo!"

Imagination is very lively. Fact and fancy are likely to trip each other up, as when Johnny, on his way to school, "meeted a high cat" who suddenly departed from realism by remarking, "Hello, who's this little boy?"

The dinner scene suggests a Barrie play. The charm of the conversation that goes on about the tiny tables is the charm of the Never Never Land. David, impressed by the little grace the children have sung, neglects his soup to say with a smile of reminiscent pleasure, "That was *pretty*. It was pretty. Wasn't it pretty?" But no one else at his table is interested in the grace. He gives it up and attacks his dinner. Brown-eyed Rachael, at another table is entertaining a grown up guest. "Do you like this dinner?" she asks seriously. "It's from God." Some quality of other-worldliness in her tone affects the nerves of timid little

Edward. He moves uneasily, frowns over his plate and remarks defensively, "I'm a good boy. I eat all my carrots." James, eating very slowly and daintily, regards Annie with marked distaste. "You gobble," he proclaims sententiously. His reproof is lost on the lively Annie who is watching the cautious approach of Dorothy, balancing a glass of milk on a tray. "Bring *me* some more milk, Dorothy," she shouts, beating the table with her spoon. Dorothy stops, regards her critically, and remarks in a quietly rebuking tone, "I think, Annie, that if you want some more milk, the thing for you to do is to get up and get it yourself." She passes on to her own table, pausing just long enough to say to Lawrence, "You should serve every one else before yourself, honey."

Right after dinner the children go upstairs for their naps. Each child has his own cot and blanket. The windows are kept open and the children warmly covered. They are required to be quiet until three o'clock. Most of them sleep soundly and wake rested and refreshed and ready to greet their parents, who are beginning

to come for them. Before they leave they are given a little fruit or half a glass of milk.

They have had a day of ordered tranquillity and cheerfulness—a day of educative play with a rich variety of carefully chosen materials under wise and loving supervision—a day of wholesome association with their peers under the best conditions for physical, mental, and moral development, a day that has intelligently supplemented, not substituted for, the life of the home to which they now gladly return. How significant the message they bring with them in their daily home-coming, we cannot guess. How far-reaching the effects of the training of this little group, we cannot calculate. We can only observe and record and seek for guiding principles. What seem at this point to be the most fundamental of these guiding principles are herewith tentatively submitted.

TWO LIONS IN THE PATH

"The foolishness of man perverteth his way: and his heart fretteth against the Lord."

PROVERBS, xix, 3.

THE NEW SCIENTIFIC ATTITUDE

HUMAN nature is characterized by a lamentable but fairly general streak of perversity which resents instruction and chafes under regulation. Forced by the conditions of life to submit to instruction and regulation at every turn, we find them particularly obnoxious when they intrude upon the few personal and private corners we dare to call our own. It is too bad, we feel, to make us wear the yoke of rule and measure even in the home, too bad to professionalize our relation to our children. Now this is a very unregenerate attitude of mind to maintain in the face of the disasters we continually bring on ourselves by our lack of training for parenthood. The first thing we have to do in making use of the material which follows is to subdue our froward hearts to a sober, calculating consideration of the meaning of the experi-

ence here set forth—to approach the problem from a scientific rather than a sentimental standpoint.

STANDARDIZATION OF PARENTHOOD

John Dewey, when he visited the Merrill Palmer School, implied its function in the remark: "Parenthood is the last unstandardized profession." The school is contributing toward the "standardizing" of training for parenthood by providing desirable conditions for the working out of sound principles. After we find that a certain method has been successful in a certain number of cases, we may assume that it is likely to prove a safe method to try. Of course we have always to make allowance for individual differences. Each child must always be studied as a separate problem. But if we have as a guide a method which has proved helpful with most children, we have at least a suggestive program which we may modify to suit the individual case. This is the way to use experience to increase the sum of knowledge—not only grandma's experience—arrived at through chance opportunity, but accumulated

group experience, interpreted by trained investigators who have at their command all that is known of the workings of the child mind.

The hardest thing we have to do in attaining this scientific attitude is to realize what a long step it is from accepting a proposition to acting on it. One young mother, who seemed to the nursery school staff to have consistently violated most of the rules which follow, has been deeply interested in the project of making a book of them and very confident of its value as a guide—to others. "Of course it is all so familiar to me, just what I always do," she placidly asserts, to the blank amazement of her hearers. Another reports in all sincerity that the diet recommended for her child has been adhered to every day, when as a matter of fact it has been adhered to on an average of four days a week. It is so easy when we agree to the desirableness of a course of action, to convince ourselves that it is our regular practice. Fathers seem better able than mothers to maintain an impartial attitude where children are concerned. Every teacher knows how rare is the mother who will admit her child to be at

STARTING FAIR

fault—how common the mother whose first impulse is to hide or deny the fault rather than to set about to correct it. If mothers will approach the suggestive standards which follow with a strictly appraising "Do I do exactly this?" attitude, instead of a defensively cocksure "This is exactly what I do" attitude, they will find more readily the enlightenment they seek.

WHAT CAN BE DONE WITH ENVIRONMENT

The second thing we have to do is to banish the bogy of heredity. The child is what he is as a result of two factors—heredity and environment. It is too late to do anything about heredity, but we can do something about environment. It is easy to take a fatalistic tone about the qualities children have inherited. The nursery school authorities hear often that Billy has his father's savage temper and Irene her mother's nervous temperament. Yet in the rarefied atmosphere of the school Billy's temper ceases from troubling and Irene's nerves are at rest. All the inherited devils seem miraculously exor-

cised, forcing the investigator to the encouraging conclusion that Billy's tantrums are the result not of inheritance from father but of living with father, and Irene's nervous reactions are not so much inherited as directly stimulated by mother's lack of control. This conclusion is encouraging because though we can't help inheritance we can manipulate environment. The school has demonstrated that the way the little actor plays his part is largely if not chiefly due to the way his stage is set. Some of the ways of setting the stage—of making environment serve the healthful development of personality—are here set forth under the heads of standards of physical, mental, emotional and social development.

TEST EXERCISES

1. Make a list of all the kinds of training you have received which you think have helped to fit you to bring up children.

2. What resources does your community offer for training in child care? What classes, books, opportunities for discussion are available?

3. Make a study of the degree of interest in child-training which exists in your community. Com-

pare, men and women, parents and other adults, churches, social agencies, and clubs.

4. Write your off-hand opinion of the nursery school idea. Compare it with your opinion after studying the subject and if possible visiting a nursery school. Try to account for your attitude.

5. Compare the oldest and youngest children in as many large families as you know well. Can you trace any differences due to the parents' growth in experience?

6. What do you consider the most serious mistakes in your own training? How do you think they could have been avoided? Are you so determined to avoid them with your own children as to be in danger of going too far in the other direction?

7. Note as many cases as possible where you have observed some definite improvement brought about in a child—some problem apparently on the way to be solved. What seem to you to have been the determining factors in the treatment?

8. Make a list of the mental and moral qualities your child seems to have inherited. Can you find any which may not be explained as the effect of environment?

PART TWO

STANDARDS FOR PHYSICAL DEVELOPMENT

REGULARITY
FOOD
CLOTHING
HOUSING
FRESH AIR
BATHS
REST
EXERCISES
JOY

STANDARDS FOR PHYSICAL DEVELOPMENT

"They shall mount up with wings as eagles; they shall run, and not be weary, and they shall walk, and not faint."
ISAIAH, xl, 31.

THE Merrill Palmer Nursery School has certainly something to say to the home concerning the physical development of children, for it has succeeded in making a most spectacular improvement in the physical condition of all the children who attend. It has done better for them not only than the average home, but even than the superior home. They have grown at 50 per cent. more than the expected rate. They have been cured completely of minor chronic difficulties such as slight anemia or constipation. The dietitian, in reporting on a group of twenty-four whose tendency to constipation has been corrected, added the significant comment, "though we do occasionally have a little trouble with them on a Monday morning, after a week-end at home." Now how has this improvement been brought about?

UNRELENTING REGULARITY A CONDITION OF DEVELOPMENT

To begin with, every child is given a very thorough physical examination and laboratory test. Each day he passes a nurse's inspection before he enters the playroom. A constant and careful watch is kept over his nutritional condition and general development. A monthly record is made of his height, weight, and general condition. No guesswork is tolerated, no irregularities in his daily schedule are allowed. Right habits are persistently drilled into him by steady insistence on regular wholesome meals, proper clothing, cleanliness, rest, fresh air, exercise, and fun. It is in the opportunity for this *unrelenting regularity* that the nursery school has one of its greatest advantages over the home. A schedule which is easily possible with trained specialists supervising each detail of the child's day is almost unattainable under the direction of one mother who must adjust to the needs of a whole family. Yet since the school has demonstrated so conclusively that regularity is a condition of proper development, it seems only fair to insist in the face of all difficulties that regularity must somehow be secured.

WHOLESOME GROWTH

PROPER FOOD AT REGULAR HOURS

A very important element in physical development is regularity of diet. We are learning some significant things about the relation of a child's personality to the food he eats. Some experts tell us that food determines gland secretions and gland secretions play a leading part in influencing behavior. Certainly the school can show a large and growing list of children whose behavior has improved along with their general health since they began eating proper food at proper and regular times. Now what are proper and regular times, and why are they so hard to observe in the home? To begin with, the little child should have his hearty meal at noon and a very light supper at five or thereabouts. This plan is fairly well carried out in England, even in " lower middle class " homes, where the family lunch is the children's dinner, nursery tea an established custom, and evening dinner a function from which the younger children are excluded. In our American cities, however, the usual plan is to give the children a hit and miss luncheon at noon and permit them to eat a hearty dinner in the evening when father comes home. It is too much work for mother or

the maid to cook vegetables and puddings at noon just for one or two little children.

"Their father likes to have them at dinner," mother will argue, "It's his only chance to see them. And of course they want what they see the rest have," or more recklessly still, "We got along well enough on what the rest had. We had pie and doughnuts and tea at night and grew up all right."

NOON DINNERS AND LIGHT SUPPERS

The mid-day dinner at the school is the main meal of the day. Its attempt to regulate diet may be undone, of course, by the two meals the children have at home. Most of the mothers, however, have coöperated splendidly, keeping records of food eaten at home, following suggestive menus sent out by the school, and permitting no eating between meals.

CULTIVATING TASTE FOR WHOLESOME FOOD

The diet is planned to met the needs of each individual. The students who assist in the preparation and serving of the food are also required to make a study of the protein, calorie, calcium,

WEIGHING

phosphorus, iron, and vitamin intake. Soup, a little meat, vegetables, milk, eggs, whole wheat bread and butter, fruit, and simple puddings make up the dinner menus. An effort is made to cultivate tastes for wholesome food, and to induce the children to conquer unreasonable dislikes. They will invariably learn to eat without protest at the school what they refuse at home.

Marian, for instance, had acquired the habit of refusing food. Every time she was placed at the table she staged the same scene of defiance. Her mother tried coaxing, threatening, punishing, all in vain. Every meal ended with a regular battle, the child being finally whipped into submission. The first time she had dinner at the school she obviously assumed her war paint at the sight of food, and was as obviously disappointed when no war developed. The rejected dinner was quietly removed, and her mother was urged to see that she was given nothing until supper time, no matter how hungry she became. This simple treatment was at once successful. In less than a week Marian was eating regularly and contentedly at school,

though at home she continued to have relapses until grandmother could be prevailed upon to stop giving her cookies between meals. Of course the school had the advantage of the conscious and unconscious influence of the group. It is an unusual child who can stand out against what all the other children accept as a matter of course. And the rebel is likely to be disciplined by his peers. "Aren't you going to eat your dinner?" demanded little Virginia, who was serving Marian's table on one of the first days. "If you don't eat your dinner I'll have to take it away," and she bore the tray back to the serving table with an air of disapproval which drew angry tears from Marian. Virginia regarded her thoughtfully a moment and then proposed, "If you'll eat your dinner I'll let you serve the dessert." "Can I pass all the dishes to the children?" asked Marian, brightening. And, being assured that she could indeed, she surrendered unconditionally and ate all her dinner. The new experience was more attractive than the accustomed row. The danger of allowing a row to become a regular event is of course the formation of the habit—the

attitude of mind that can't get along without the row.

The only way to get food habits properly established with little children is to begin at the very beginning and simply take it for granted that they must eat what is set before them. Of course every effort should be made to get them to really enjoy their meals. Enough variety should be planned to stimulate the appetite. Children, like the rest of us, grow very tired of eating the same things day after day, and it is hard at the best to vary their restricted diet. Doctor Woolley's little girl, lunching at the Woman's Exchange, was asked what she would like. Laying down the menu card with a sigh, she responded, " Anything but healthy food—I get so much of that at home."

VARIETY IMPORTANT IN ESTABLISHING FOOD HABITS

To get variety within the limits of " healthy food," each day's menu should include protein foods for tissue building and repairing, largely milk and eggs, fuel foods, as butter, starches, and a small amount of sugar; regulatory and

bone-building foods, or foods containing the various important mineral salts and bulk, as vegetables and fruits; and finally foods valued for their vitamin content, which is essential for growth and maintenance of health. Some of the school menus may be found in the appendix. In general the approved foods for little children are milk and eggs, soup, occasionally a little meat (broiled steak, lamb chops or chicken) whole grain cereals, whole wheat bread and butter, vegetables, fruits, and simple puddings. The prohibited foods are sweets (except a little candy after dinner) most meats, " rich " foods, such as pastry, fats, gravy, nuts, and cheese, and tea or coffee. No eating between meals should be permitted.

OVERCOMING DISTASTE WITHOUT INSISTENCE

Resistance to food may be overcome in various ways, always depending on the child and the circumstances. Little games and plays are sometimes temporarily helpful. One baby had a beloved toy kitty who professed a joy in empty bowls, and would sit patiently on the floor until

the meal was over, waiting to climb up the high chair and caper with ecstasy at sight of the bottoms of the dishes. Withholding some desired tidbit until the spinach or carrots are eaten is often effective. But the best way to get children to eat and enjoy their meals is through daily example. If meal times are treated as enjoyable feasts, if no mention is made of distastes, if adults eat willingly and cheerfully what is set before them, the chances are that children will do the same. In the nursery school even those children who were reported as unfavorably affected by some article of food, such as spinach or egg, have responded negatively to sensitization tests, showing that what inhibition existed was not physical, but mental. We do not know much about how food prejudices get started, but what little we do know indicates that the trouble is the result either of some chance disagreeable association —such as Agnes indicated in insisting that macaroni made her think of worms, in imitation of the behavior of adults, or of injudicious insistence. If a child is forced to eat more than he really needs—beyond the point of satiety,

or when he is slightly ill—he is likely to develop an attitude of resistance which is hard to overcome. The hard thing of course is to know when to insist—and it is here that "maternal instinct" comes in.

CLOTHING—A. FOR COMFORT AND CONVENIENCE, NOT CARE AND ANNOYANCE

Another very important factor in a child's well-being is his clothing. The main purpose in selecting a child's clothing should be not style nor beauty primarily, but the comfort and convenience of the child. Sometimes the nursery school children seem obsessed by the fear of injuring their clothing. George, at three, was so impressed with the immaculateness of his tiny trousers that he could not be induced to sit down for fear of soiling them. Mary wept bitter tears over a soup stain on her new silk dress. Annie kept wistfully aloof from the slide lest it soil or muss her light blue coat. Harold, when asked what faults he was punished for at home replied, "I set on the davenport (evidently a cherished piece of family furniture) in my dirty pants, I set in the dust in my

clean pants." Now this is all nonsense. While it may be proper to check undue destructiveness or wanton carelessness, it is certainly unfortunate to give children a disproportionate respect for material things, to allow them to forget that the life is more than meat and the body than raiment. It is better to provide coarser garments and more of them than to check wholesome play or permit unnecessary worry.

B. SIMPLE TO MANAGE

Another important principle in clothing children is to see to it that dressing is as little of an ordeal as may be, and that they learn as soon as possible to dress themselves. The little baby hates to be dressed. He has no use for clothing and makes his objections very clear. And his objection to being twisted and turned with each separate garment is entirely reasonable. It is a most unnecessary proceeding. He can be dressed "with one motion," so to speak, by the following rule. First lay on a table (with a canvas top if possible) the little soft gown or night gown made with front closing all the way

down. On top of that lay the little shirt, also closing in front. Tuck the shirt sleeves inside the gown sleeves. Finally spread out the diaper (to be folded horizontally). Lay the baby on his back on the clothing, put his arms in the sleeves, and fasten everything in the front without turning him.

Children of nursery school age are usually eager to dress and undress themselves. At school they are encouraged to do so with as little help as possible. Parents are perennially astonished at the proficiency developed by three year olds in taking off and putting on wraps, lacing shoes, buttoning leggings and the like. "If I'd known she could learn so quickly I'd have let her do it long ago," said Grace's mother, watching the capable little fingers tugging at the stiff buttonholes. "She has always wanted to, but I never had time to wait for her" —a short sighted point of view, even from the busy mother's standpoint, for independence means time saved in the end. With the aim of developing independence the school recommends that garments fasten in front with large buttons and easy buttonholes, rather than small hooks

and eyes or the diabolical little loops so hard for tiny fingers to manage. An exhibit of model garments is kept at the school for educational purposes, including a complete set of infants' clothing, samples of desirable underwear, attractive little dresses free from fussiness, and practical little trousers without the complicated closings that make independence all but impossible.

C. SUITABLE TO SEASON

A third important requirement for children's clothing is that it be suitable to the season. On the whole there is more danger of dressing children too warmly than not warmly enough, particularly in winter in our overheated American houses. The safest solution is to provide light indoor and warm outdoor garments. Sweaters are not so warm as they look, the open weave letting in cold air very freely. A sweater is not suitable for very cold weather unless a light, closely woven garment is worn over it. Coats should be warm, but not heavy. Ellen's coat, with its triple cape puts altogether too much weight on her slender shoulders. A belt

around the hips, not the waist, helps to distribute the weight. Socks are considered undesirable except in very warm weather, exposure of the knees interfering with circulation.

D. FREE FROM PRESSURE OR IRRITATION

Great care should be taken to see that all clothing is loose and comfortable, with no pressure, rubbing, or irritation. Bloomer elastics should not leave marks on children's legs. Outgrown underwear should be discarded. Starchy or scratchy surfaces should be guarded against.

E. WITHOUT UNDUE PRIDE IN "OUTWARD SHOW"

Finally the temptation to "dress up" children for the pleasure of adults should be sternly resisted. It is probably too much to expect of human nature that there shall not be special occasions when the child must display himself in glad raiment before the admiring family—must turn about and "show auntie" and be the centre of attention. But these times should be few, and the opportunity should be used to call his attention to the attractive appearance of the other children, as all contributing to the general

festivity of the party, rather than to encourage vainglory, complacency, or odious comparisons. Otherwise he will take to peacocking and prideful strutting, or develop a false sense of the importance of outward show.

A BED FOR EVERY CHILD

Of the ancient "three requirements of man"—food, clothing, and shelter—the hardest to provide for the modern city child appears to be shelter. The question of housing is one of the most serious problems we have to face in child care. Every child should have a bed to himself and if possible a room to himself—a space of his own where he can keep his own possessions and be by himself at times. Under present conditions this is often an unattainable luxury. Too many children, however, who are sleeping on window seats or couches in city apartments might be living in houses with yards in plainer suburban neighborhoods if mother were not afraid of the work, the unfashionable neighborhood or the distance from the shops and theaters. Lacking the big yard so sorely needed, the next best substitute is the liberal

use of the public parks and playgrounds, the walks to school and back, and plenty of fresh air within doors.

CONTINUOUS FRESH AIR

No child should ever play in a room with all the windows closed, even to protect the old or ill from "draughts," and of course the windows should be wide open at night. Anna Spencer Garland, in *The Family,* says with truth and courage that no family living room is spacious enough for the continuous use of three generations. Little Dick has developed ear trouble which may prove serious as a result of playing in an apartment with windows shut to suit his grandmother. Of course it is easier to sacrifice Dick than to persuade grandmother to sit in her own room or brave the breeze with a shawl around her shoulders. But it is not fair to children to risk lung and throat troubles by depriving them of continuous fresh air.

A DAILY BATH AND A DAILY "CHANGE"

Modern city civilization has at least made easy to manage another fundamental need of the child—the daily all-over bath. There is no real

danger of the daily bath "weakening" the child, or "washing away his strength" in spite of grandma's apprehensions. And the last place for a family with children to economize is the laundry. Now is the time to develop the habit of fastidious neatness so important in later life —the disposition that would rather wash out underwear and stockings nightly than wear them soiled.

INVIOLATE NAP AND BEDTIME

One of our greatest crimes against the child in these whirling times is in failing to see that he has sufficient rest. While we do at times keep him sinfully quiet, lest his "racket" disturb some tyrannical elder, we do at other times take unjustifiable liberties with the regular nap time and early bedtime that sometimes interfere with adult projects. The inevitable result is that the child is over-stimulated and sooner or later shows it in some unfavorable reaction of mind or body. Children are naturally averse to being put to sleep and will do all they can to make it difficult. They will think of endless excuses for putting it off. Doris, not yet three, when

sternly told to shut her eyes, replied sweetly, "I can't. You are so beautiful I have to look at you." Dick's mother reported that it was simply impossible to make Dick stay in bed. He insisted on getting up, no matter what was done to him. He had been coaxed, reasoned with, spanked, and still refused to rest in peace. Ruthless investigation revealed that he had *occasionally* been allowed to stay up and *occasionally* taken into mother's bed. It was pointed out that it was in his occasional victories that the trouble lay. Of course he would take a chance. The only way to settle the matter was to stop coaxing, reasoning, and spanking, and simply put him back every time he got up. His mother objected that that would keep her up all night. It was pointed out that she could rest the next day, that it would probably not take more than three or four nights with shorter intervals of activity, that the fault was hers in the first place and that this was the only way to correct it. In a day or two she reported "I'm ashamed to tell you how easy it was! The first night he did get up every little while until midnight. We just kept putting him back. The

second night we hoped the siege would not be so long. He just went to bed like a lamb and has been no trouble since."

Every child under four should have at least an hour's rest in the afternoon. The nursery school children sometimes protest that they "don't want to sleep." "You needn't," Miss Henton equably assures them. "Just lie down and close your eyes and don't go to sleep if you don't want to." The children then relax contentedly and drift off to a sleep which sometimes lasts two hours. The afternoon nap should be continued even with school children on Saturdays and Sundays and during vacation. The child under two should sleep at least thirteen hours at night, the child under four, twelve, the child under six, eleven.

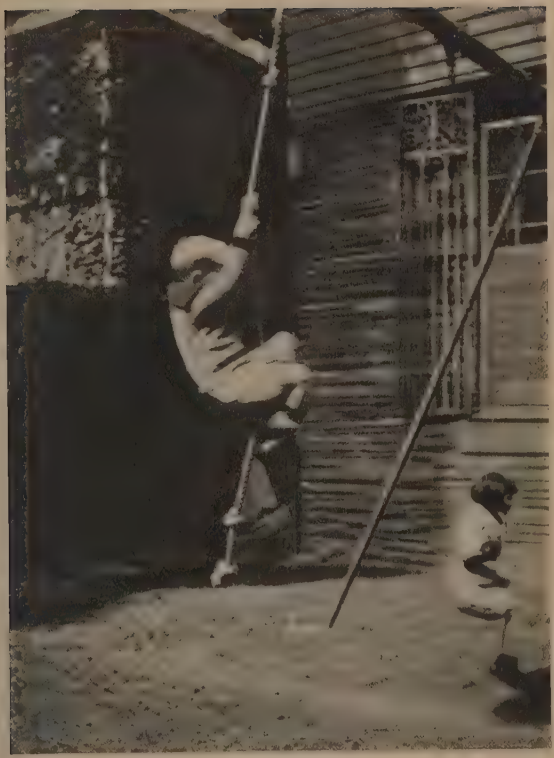
ABUNDANT PLAY TO EXERCISE GROWING MUSCLES

Little children need much more exercise than most of their guardians realize. They require space enough outdoors for the running, jumping, and skipping so essential for proper motor coördination. If they do not get this training

in early years they cannot altogether make up for it later. They want to get up and run about after very short intervals of rest, and should not be restrained in this free activity. Types of play calling for the exercise of different muscles should be encouraged. Slides, teeters, tricycles, velocipedes and toy wagons are provided at the school and the children learn to use them with pleasure and skill.

IMPORTANCE OF A HAPPY MENTAL ATTITUDE

Pleasure—a happy mental attitude—is a very important element in the physical well-being of children as of adults. Several cases of physical disturbance in the nursery school have been traced directly to unhappiness at home—objections to food caused by the irritation of listening to quarrelling at meals, rebelling against nagging or bossing methods of control, or nervous fears resulting from overhearing conversations about troubles half understood. Such worries bring about tensions which interfere with normal physical condition. One of the most impressive things about the nursery



EXERCISE

school is the obvious and continuous happiness of the children. The wholesome shouting and laughter, the smiling little faces, the zest with which the activities are entered into—all are eloquent of that mysterious relation between the spiritual and corporeal self which decrees that no physical regimen, however irreproachably regular, can be trusted to maintain health unless it can be practiced with willingness and joy.

TEST EXERCISES

1. How recently has your child had a physical examination? What defects did it show? Are you proceeding on a definite program to remedy them? What progress has been made? How often is progress measured? Do you know his exact weight and height and how they compare with the standard measures?

2. About how many times should you say off-hand that you permit exceptions in the child's regular physical routine to occur in the course of a month? Check up carefully for a month and see how many actually did occur. Give the cause of each infringement (*e.g.*, Christmas over-eating, or a party after bedtime). Did you notice any undesirable effects?

3. What desirable foods does your child show distaste for? What undesirable foods does he like? How do you account for these food prejudices? What

are you doing to overcome them? How far are you succeeding?

4. Has your child exhibited any special interest in clothes? Any marked likes or dislikes for special garments? Can you account for his attitude? How far can he dress himself? How much choice do you allow him? How much judgment does he show in what he wants to wear?

5. Have you been able to set aside a room for each child? A corner of the nursery for each child? Does the child feel a sense of responsibility for his own place? Do you keep the windows of his playroom open? Does he play most of time outdoors? Does he get a chance to play frequently in big open spaces—the fields, the woods, the beach?

6. At what age are your children able to take a daily all-over bath without supervision as a matter of habit?

7. Do you know how much sleep the child gets? How early does he wake in the morning? Have you something for him to do when he wakes earlier than the adults? Does he take his nap as a matter of course? Count the number of times his nap is interfered with in a month.

8. Does the child play eagerly and heartily, or does he have to be urged? Does he tend to sit still or lie down most of the time? Can he hold his own in outdoor games?

9. Does the child enjoy his food, relax comfortably when he rests, find vigorous pleasure in the exercise of his developing physical powers?

PART THREE

STANDARDS FOR MENTAL DEVELOPMENT

TESTS
SENSE PERCEPTION
LANGUAGE
OBSERVATION AND JUDGMENT
ARTS
CRAFTS
CONCENTRATION

STANDARDS FOR MENTAL DEVELOPMENT

"Give me understanding, and I shall keep thy law; yea, I shall observe it with my whole heart."

PSALMS, cxix, 34.

MENTAL DEVELOPMENT AN ORDERLY PROCESS FROM BABYHOOD

IT HAS taken the world a long time to challenge the ancient custom of beginning systematic education at six or seven years of age. We have been slow to realize that mental development begins in infancy and proceeds in orderly fashion—that it is possible to determine what a child should be able to understand at any given age, whether a particular child is at a given time advanced or retarded, and how to plan an intelligent program for his normal mental development. There is nothing occult or mysterious about the method of working out such standards. It consists merely in accurately observing the performance of a sufficient number of children at a given age to determine what the average performance is. In the nursery school, for instance, the children are given

Madame Montessori's " pink tower " to build. This consists of ten blocks, which they place in order from largest to smallest. All the four and five year olds have done it easily, and most of the three year olds, though they take a longer time. So far every two year old has failed. If a two year old succeeds, we may fairly conclude that he is ahead of his age in that particular kind of ability. If a four year old fails we may fairly conclude that he is behind his age in that particular kind of ability. This is the way all standard tests have been worked out.

THE VALUE OF INTELLIGENCE TESTS AS GUIDES

There are as yet very few authoritative tests to measure the intelligence of children of preschool age, because there have been so few opportunities to study them in groups. The school is making the best of its fine opportunity to add to the number. No one claims that the tests are infallible. It is not necessary to accept them as gospel. They are simply the best means known of measuring mental ability, and constitute a valuable guide in directing a child's edu-

BUDDING INTELLIGENCE

cational program. To the mother who is without nursery school advantages, but wishes to direct as wisely as possible the mental development of her children, the nursery school can give worth while assistance by furnishing her with definite standards of ability. These standards are not all worked out in terms of scientific authority, but even the off-hand judgment of skilled experts, based on careful observation of large numbers of children, is a safer guide than untrained "maternal instinct." "It is as silly to trust the maternal instinct to bring up a child," says Doctor Woolley, "as to trust the acquisitive instinct to earn a living for the family. Instinct is at the base of all we do, but does not relieve us of the necessity of training."

MATERIALS FOR TESTING SENSE PERCEPTION

What mental abilities, then, should be expected to develop before the child enters kindergarten at five? Let us take, to begin with, the matter of sense training. Long before systematic education begins the little child is learning his world through its spirited attack

on his senses. He should be supplied with a rich variety of play material to train eyes and ears and touch—delightful things which he can recognize as hard or soft, heavy or light, rough or smooth. The nursery school children have blocks and beads, sand and clay, crayon and paints, paper and scissors, as well as the Montessori materials. By observation and by tests the school is learning how to formulate a few authoritative standards as to the degree of sense perception which may be expected of children of different ages. Most children can be trained to distinguish color, for instance, in their second year, yet for lack of such training a goodly number reach the kindergarten with this faculty undeveloped. The little boxes of color cubes sold in toy shops make good educational playthings. Picture puzzles are fine to develop judgments of size and shape. Even two year olds can handle them successfully, though in a longer time than three year olds. All the five year olds in the nursery school have been able to touch the thumb and finger tips of one hand, all four year olds have done it in three trials, but all under three years and six months

MENTAL TESTING

have failed. The two year olds in the nursery school enjoy playing in the sand—just letting it run through their fingers, pouring it, or filling and emptying pails. At three they begin to make cakes or dig tunnels or build houses.

SIZE, SHAPE, SOUND AND WEIGHT

The home kitchen offers a fine variety of sense training material, inexpensive and not easily broken. The three and four year olds who know the joys of measuring sugar, beating eggs, stirring batter, sifting flour, and handling dough, when mother makes a cake are getting splendid sense training. Children who enter kindergarten with the power of distinguishing differences of color, size, shape, sound, touch and weight are of course at a great advantage.

HOW THE CHILD GETS HIS VOCABULARY

Again take the use of language. The child begins to use single words at from ten months to a year old. At twenty-three months he should be using simple phrases. By the time he is three he has a large vocabulary. (500 to 1500 words) and can converse well enough for his

own practical purposes. The nursery school children exhibit marked differences in fluency, in extent and type of vocabulary, and in ability to make sentences, depending chiefly on what they hear at home, and on the range of their experiences. Of course the child's own temperament is a factor in his language expression. David has a good vocabulary but is not a talkative child. Lillian speaks slowly and precisely because of her leisurely nature rather than any lack of proficiency. But the response of Billy's mother to a comment on his use of slang, "Well, I've told the crazy little nut to cut that out!" is an excellent illustration of the general principle.

The child needs not only to hear good English but to have a chance to practice it. In the first joy of the new power of expression he is apt to become very talkative, and demand an audience in and out of season. This impulse should be encouraged. Of course he should not interrupt, but neither should he be ruthlessly interrupted. The little girl who complained: "Daddy scolds me for interrupting him, but when I just looked at him for interrupting me

BUILDING PLAY

he sent me from the table "—had justice on her side, even allowing for all that might have been expressed in her "look."

COMPREHENSION AS IMPORTANT AS EXPRESSION

Another aspect of language training not always fully understood is the gauging of the child's ability to comprehend what he hears others say. Miss Henton says she has often to wait several minutes before a child obeys a request or suggestion. There is a very real danger of mistaking this slowness of response for indifference or disobedience, and arousing in the child a confused and bewildered resentment. We should always make sure that the child grasps what we are telling him—get his attention to begin with, and give him time to "take it in."

RÔLE OF STORIES IN THE DEVELOPMENT OF APPRECIATION

The importance of story telling for the education of the little child, is well enough understood by most mothers, even though too often

neglected. The stories most in demand in the nursery school are "Chicken Little," "The Little Red Hen," "The Three Bears," and the "Peter Rabbit Stories." The endless repetition and the series effects make these stories easy for baby minds to follow. The child loves to listen to the same ones over and over, probably because he takes in only a little at first and finds something new in every telling. He often knows a beloved tale word for word, and objects vigorously to the slightest change, omission, or addition. Doris and Elizabeth had each been taught the little old French nursery song Frere Jacques—but one had learned to sing the last line "Bim Bam Boum!" and the other "Ding Dong." They enjoyed singing it together, but neither could bear to change it, and so each vociferated her own climax, much to the marring of the general effect. Very popular indeed in the nursery school are Lucy Sprague Mitchell's "Here and Now Stories." These are a distinct departure from tradition, being built upon the basis of stories told by children rather than by adults. They deal with everyday experiences, such as getting dressed or

going to school, and with everyday objects, such as automobiles or engines. They are not usually attractive to adults. The teachers were reluctant even to try them. But the children were enraptured at once. Day after day they demanded the book, and could hardly be torn from it even to go out to play. Even the two year olds, who had manifested no interest in anything but nursery rhymes, would listen enthralled to stories along this order, when told about themselves. "Shall I tell a story about Albert?" Miss Harley will begin, with a little group of two year olds. "Well, Albert woke up from his nap, and opened his eyes, and got up from his cot, and had his face washed, and had a drink of water, and then the bus came to take Albert home, and Albert took Miss Harley's hand, and they went to the cupboard, and put on Albert's leggings, first one leg and then the other, and then his coat with the shiny buttons, and buttoned the buttons, one, two, three, four and then his cap, and then his mittens, first one hand and then the other, and they went out and got in the bus, and all the other

children got in, Billy and Tommy and Jennie and all, and the driver said ' All ready,' and they started ' toot-toot ' and by and by they came to Albert's house, and there was Albert's mother in the door. And she ran out and lifted Albert down and gave him a big hug," and so on and so on through supper and bedtime, with every one still interested and all too ready to listen to the same tale with Billy or Tommy for hero.

These stories were so stimulating as to be the source of some splendid play activities. " The Grocery Man " suggested making a grocery store out of the large Patty Hill building blocks. It was an elaborate affair with a counter, over which were sold soap, plasticene oranges and grapefruit, and canned goods made of large empty spools painted appropriate colors to represent jelly and pickles. This was conceived and carried out by the children themselves. The main difficulty appeared to be that the merchants became so attached to the goods that they refused to part with what they had sold, which considerably complicated their

transactions. Another ambitious group project was the building of a stage whereon was enacted the tragedy of "Chicken Little." The stage was a substantial platform made of the large building blocks, with impressive columns at the two outer corners. There was also a den for the villain fox, the rounded screen of blocks enclosing a rear corner. The fox, however, refused to stay in his abode and caused further concern by smiling most inappropriately. "This is the way a fox should look," remonstrated Florence, assuming an expression of ferocity and craft.

Of course in this dramatic play the nursery school has again the great advantage of the group with similar interests. It can be done at home quite well, however, with the family and playmates as actors. The reproduction and discussion of stories should also be encouraged. Miss Harley has a delightful way of pausing for the comments of excited listeners without losing the thread of the story, so that they have a sense of participation and a consciousness of group enjoyment.

DEVELOPMENT OF OBSERVATION AND JUDGMENT

Another very valuable kind of mental training that should be begun long before the school age is preparation for scientific thinking. The nursery school children are trained to observe carefully and report accurately and form judgments of their own. They have a little garden where they may dig and plant seeds and watch them grow. They note the arrival and departure of the birds, the building of nests, the hatching of eggs, and the feeding and training of the young. Kittens and dogs have been brought to visit the school. On one occasion a lamb was the guest of honor. Rabbits are permanent residents, much beloved. When the school went *en masse* to Belle Isle and saw the animals in the Zoo, they were deeply impressed by the elephant, the ostriches, the buffaloes, wolves, and bears, but it was the rabbits that roused the real burst of enthusiasm. Elizabeth, who lives in the country, was politely interested in all the animals at the circus, but asked her father not to forget to take her where the cows were. The thing we know through experience

becomes a part of us, and the more we know through experience the more at home we are in the universe. The power to reason and reach conclusions is sometimes present at three, though of course the background for logical argument is lacking. The three year old girl who met her mother's warning, "If you scream like that, you'll ruin your voice," with the royal response, "Well, I'll scream till I'm through, and then I'll gargle," had grasped the process, though she could not reach infallible conclusions. Bessie's sage remark, "Today is yesterday's tomorrow" is an excellent example of logical thinking.

THE NATURAL RESPONSE TO BEAUTY

The art impulse—the desire to create beauty and the power to appreciate beauty—should be very tenderly nourished. It is present and active at three and expresses itself in various ways, in the love of stories and the making of imaginary stories and plays, in drawing and painting and modeling, in looking at pictures, and listening to music. Often it is hard to distinguish between the real and the pretended

world, and little children are sometimes unwisely reproved for lying when they are only legitimately romancing. When one can travel to New York or the moon by kiddie-car and set up housekeeping in a packing box, what is the use of confining one's Muse to the dull bounds of actual happenings.

NEED OF OUTLETS FOR THE CREATIVE INSTINCT

The nursery school children are encouraged in imaginative play projects and in all kinds of creative art. Some of them display such definite powers and feel so definite an impulse to exert them that if not indulged they show a tendency to get satisfaction in undesirable ways. Lillian, for instance, was mad about plasticene. She never tired of modeling things, chose this activity whenever there was a choice. Finally she began to take lumps of it without asking and hide it in her pocket. Miss Henton was extremely anxious to avoid any suggestion of stealing, lest the idea of taking things as desirable and yet wrong get started in the child's mind, and so waited for an occasion when she

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might actually see the theft of the stolen goods without making a delinquency of it by accusations. Finally one morning Bobby lost his necktie and Miss Henton, helping him look for it, noticed an end of it sticking out of Lillian's pocket. "See, Lillian," she said, in a natural tone, "Here is Bobby's tie in your pocket. Wouldn't you like to take it back to him and help him put it on?" Lillian without a trace of confusion, acquiesced, and as she pulled out the tie a lump of clay rolled out with it. That day Miss Henton asked Lillian's mother if the child had any plasticene at home. "No," the mother said, "she has been asking for it but I wouldn't let her have it because it makes such a mess. Some one gave her some last year and it got in the rugs and all over the house." "I think it would be a good thing to let her have it," advised Miss Henton. "She's a bigger girl now, and if you spread oilcloth or newspapers on a table I'm sure she could keep it in the one place. She would surprise you by the ability she shows in handling it. She made a really wonderful birdnest with eggs in it and a bird

sitting on them." That very afternoon the mother got the plasticene and from that day Lillian has taken nothing more.

EARLY LOVE OF MUSIC

Most children find much joy in listening to music. The power to recognize tunes may appear as early as the beginning of the second year. Those that have the opportunity to hear good music at home are of course at decided advantage. At school the children are eager to dance to music, and try to sing, though very few can really "carry a tune." They have their favorite songs, which they call for and recognize. Edwin always wants "Pretty Polly Perkins" and Alice demands "Dance to your Daddy." Usually they prefer the cheerful, lively airs, though one mournful ditty, "The Grey Goose is Dead," is very popular, in spite of its tendency to affect the more sympathetic singers to tears.

Some children show a decided feeling for beauty even before they are three. Doris, at two, cried at the sight of anything which seemed to her ugly. When she went to see Elizabeth, she was so repelled at the sight of a "character

doll " with a crying face that she would not stay in the room with it. Elizabeth on the contrary adored her " funny " doll and wept when it was relegated to the hall. Alice is sensitive to color, demanding her yellow hair ribbon to match her yellow bloomers. David is repulsed by the sight of spilled food or dirty hands. Bessie is particularly alive to beauty, and often shows delight over flowers or pictures. She was the first to notice a Raphael Madonna which had been placed in the playroom. After looking at it for a long time with evident pleasure she walked over to a modern mother and child picture, which had been hanging on the wall for some time, studied it awhile, and then said, pointing to the classic, " That is the best," a discrimination which may of course have been accidental. This attitude of mind, the need for harmonious adjustment to the material world, if wisely guided, is a source of life long riches.

DEVELOPMENT OF TECHNICAL SKILL THROUGH NATURAL ACTIVITIES

Closely allied to the arts are the crafts—the practical skills involving mechanical ability and manual dexterity. Training for the development

of these technical skills has now a recognized place in education and may very profitably be begun during the pre-school period. Besides the practice in washing and dressing themselves already referred to, the school children do many of the simpler tasks about the nursery schools, such as dusting, watering plants, setting the table, and serving dinner. One child is selected to serve each group of four or five and even the two year olds learn to handle the trays without accident. It is a pretty sight to see them running up to the long serving table and walking carefully back. When anything is spilled the child responsible simply runs for mop and pail and helps remove the traces. Some children show particular interest in this sort of activity. David, for instance, hums a happy little tune as he goes about his labors, and Philip loudly chants "*Oh* how I *do* love to *walk* around with *trays!*" Betty works like an adult with her capable little hands, helping all the others, rolling up cuffs, tying shoe laces, combing hair or laying the table cloth smooth. Many who enter the school quite helpless learn in a short time to use their hands very effectively and manage

all the materials presented to them. People who have early gained control over technical processes, who are skilled in the use of tools, and can make and mend for themselves are much more at home in a world full of malevolent material objects than those who are without mechanical ability.

DEVELOPMENT OF CONCENTRATION THROUGH INTEREST

The home, then, can aid very effectively the mental development of children along many of the lines of traditional school training, and can begin even before the traditional school period. It can give training in sense perception, in the use of language, in scientific observations and judgments, in appreciation of music, literature and art and in technical skills. The great danger in the hands of the average untrained parent is in attempting to teach too much at one time or in trying to force a child's attention rather than to hold it through interest. Attention is a queer vagrant kind of quality, never staying fixed, but wandering off and having to be brought back again and again. The power of

concentration is a most desirable gift and seems to be inborn in the individual, though it can be cultivated to some extent, and can be injured by injudicious treatment. Many parents do not realize, for instance, that it is bad practice to interrupt even a little baby who is concentrating on something he wants to study. Yet babies often object very definitely to being torn away from what they are staring at. The only way a little baby has to increase his knowledge is to stare and touch and taste. One five-months old baby spent twenty profitable minutes investigating with her hands the edge of an open bureau drawer. When possible, children should be allowed to continue staring at and feeling an object of interest until they desist of their own accord. Breaking their attention tends to cause nervous irritation and resistance, and ultimately to break down their power of concentration. The nursery school children differ widely in the length of time and degree of attention they put on their various projects, Donald will work contentedly for three-quarters of an hour at a time with the Patty Hill blocks, while Annie, the same age and equally bright, seems unable

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to carry through anything she starts. She will stop to play, to engage in irrelevant conversation, or to call attention to what she has half done, and will abandon her tools and playthings and have to be called back again and again to put them away. Billy, violent and quarrelsome and emotionally unstable, has surprising powers of concentration. If he once starts a project he will work at it and stick to it regardless of what goes on around him. The teacher tries to foster this power by refraining from unnecessary interruption of anything which is engaging a child's attention and by trying to hold his interest if it flags too easily, offering some new aspect of the subject to make it attractive. Of course there are some things the child must do whether he likes them or not—put away his toys, or do his share of necessary work—of these tasks there will be plenty without going out of our way to seek them.

ENJOYMENT IN MENTAL EXERCISE

But if his mental powers are to be developed to the fulfilment of their best possibilities, he must learn above everything else "the joy of

the working." He must find more pleasure in the mental exercise he gets in games requiring active participation, skill and quick thinking than in passive recreations like the movies. He must feel that there is no more fun in this enigmatic world than the delight of working out a problem.

TEST EXERCISES

1. What is your off-hand opinion of the value of mental tests? If possible, have your child tested and get an impartial estimate of his general mental ability. Has the result altered your opinion of the value of mental tests?

2. Record the ages at which your children begin to distinguish colors, notice sounds, recognize voices, play with blocks, etc. Have you any idea whether they are up to the average standards in sense perception? Have you any idea of the best times to present sense training materials?

3. Does your child speak plainly or use baby talk? Note the age at which he begins to use sentences. What stories does he like best? Does he attempt to tell stories himself? Try to put down some of his stories word for word, study them thoughtfully, and see how much they teach you of what he thinks about and what impresses him. Record the various cases of misunderstanding of what he hears others say. Try to understand why he failed to under-

stand. Does he make dramatic plays from stories? From his observation of life?

4. What indication does your child give of possessing powers of observation? How do you attempt to develop these powers? Note the cases in which he has apparently thought for himself and formed independent judgments.

5. Have you provided materials with which the child may exercise creative ability—paints, crayons, modeling clay, cut-outs, etc.? Is the child interested in using these materials? Has he shown pleasure in looking at pictures? In listening to music? In nature? Are you teaching him to find beauty in these things? In what ways does he show imaginative power?

6. Have the children developed an attitude to interest in the world's work? Note the ages at which your children can bathe and dress themselves, care for themselves in the toilet, perform successfully various manual operations, such as opening and shutting doors, boxes, drawers, etc., managing spoons, forks, knives, screwing, pouring, weaving, hammering, sawing, cutting, sewing.

7. Note the amount of time children stick to their various occupations. Can you safeguard them from too much interruption?

PART FOUR

STANDARDS FOR EMOTIONAL DEVELOPMENT

ANGER
LOVE
FEAR
SEX CONTROL

STANDARDS FOR EMOTIONAL DEVELOPMENT

"A froward heart shall depart from me."
PSALMS, ci, 4.

WE ARE not inclined to take too seriously the small sins of small children. We are so sure they will "outgrow" them. And they are so delightfully funny when committing them. Their tiny rages, expressed in lisping invective, are irresistibly entertaining. Their baby attempts at dark and furtive scheming are infinitely amusing. We stupidly put off the inevitable conflict with the sin until we are no longer diverted by the "cuteness" of the sinner, and only attack his naughtiness in earnest after it has developed into a sturdy problem.

No aspect of the school's work is more striking than the immediate and profound effect its atmosphere produces on the behavior of the children who attend. Though we have long accepted the theory of the power of the group in modifying conduct, and though we are accustomed to its workings in children of school age,

we are still surprised to observe the same reactions in two and three year olds.

The types of delinquency exhibited by three year old children have been found to parallel very closely the varieties found in adult society. In dealing with them, an attempt has been made to trace the conditions that have permitted their development, and to provide conditions in which the elements that seemed chiefly responsible for the trouble should be corrected.

BEHAVIOR AND EMOTIONAL STABILITY

We do not know enough as yet of the nature of behavior problems to make any satisfactory classifications into types for study and discussion. It seems possible, however, to place in one grouping certain forms of undesirable behavior that arise from poor emotional control. And since so little is known about the causes and nature of the mighty forces we call human emotions and so little is done through our educational systems to train or control them, it seems wise to consider emotional development in a section by itself.

A RIGHT HEART WITHIN

FORCES OF ANGER, LOVE AND FEAR

The particular emotions that seem to get the better of us and drive us in spite of ourselves into unworthy conduct are anger, love, and fear—all mighty forces which lay hold of us at birth and in most of us are unsubdued till death. The only investigator who has made an extended study of the emotional reactions of very young children is Dr. John Watson, formerly Professor of Psychology in Johns Hopkins University. He tells us that the primary cause of anger is being thwarted. Even little babies, if the movements they want to make are restrained, will stiffen and scream with rage. If they find that these manifestations secure them freedom from interference, get them what they want, they will soon develop " tantrum "—a fairly common affliction among children of pre-school age. The worst case in the nursery school was that of Katherine, who would oppose anything suggested to her, and if not instantly allowed to have her way would throw herself into a violent tantrum. Her mother explained that this unfortunate state of affairs was due to an illness during which she

suffered so much pain as to develop a hysterical condition, so that it was felt to be dangerous to oppose her. Yet no one observing the slavish deportment of her grandfather, who brought her to school, could fail to conclude that he had been at least as harmful to her as the illness. Katherine was a member of the school only a few weeks, but her brief school history is interesting as an example of the success of Miss Henton's method of dealing with tantrums.

TREATMENT OF TANTRUMS

The first and most difficult thing to do was to get rid of the grandfather. Every morning when the hour for parting arrived, Katherine would cling about his neck and shriek, deaf to his beseeching and cajoling. After a most painful scene, distressing alike to participants and observers, he would be induced to hand her over to Miss Henton, but would stand in the doorway with agonized countenance, holding out his arms to her as she was borne away to look at the goldfish. Of course as long as he was in sight she refused to be diverted by the goldfish and

continued to wreck the peace of the school. He would leave the doorway only to return at a more piercing scream. When he finally did depart Katherine would throw herself on the floor with her eye on the door, and when she perceived that he had really left and nothing more could be accomplished, would suddenly desist from her tantrum.

All day she would watch for opportunities for resistance, and if resistance failed, would develop a tantrum. It seemed as if tantrums were the breath of life to her. Miss Henton adopted the simple plan of making them well nigh impossible by avoiding occasions for them. Nothing was required of Katherine, so there was nothing to oppose. She could play with whatever she preferred, she need not join the circle if she didn't care to, she need not even eat unless she liked. She was put to it to find something to resist. It was funny to watch her standing about glowering and looking for trouble. If she succeeded in finding an issue that could not be avoided and began a tantrum, she was promptly removed to a room where she

could have it alone. Tantrums require an audience and few children will indulge in one when there is no one to see.

This treatment proved most successful. In the short time that she was at the school, the tantrums were practically cured. At home she had been surrounded by an agitated group, father, mother, grandfather, and aunties, all scolding, cajoling, threatening, all at the mercy of Katherine, the important centre of the group. Had she been left alone in a room by herself she would probably have recovered forthwith, as she certainly did at school. For violent tantrums that will not yield to isolation cold water is sometimes effective—a cold shower or tub, or dash of cold water in the face. This should be done in a common sense way, with no effect of violence, as curative treatment rather than punishment.

THE WISE DIRECTION OF ANGER

Indeed, the first great thing to realize in trying to tame the savage emotion of anger is that punishment is useless. It cannot be beaten out of a child. The second great thing to realize

is that anger is a noble quality when rightly directed. To lose one's temper when petty personal projects are interfered with is weakness. To be capable of righteous wrath when human progress is interfered with is strength. The generous rage of individuals is often the spark that kindles great social reforms. Such indignation, for instance as flamed in Lincoln's heart when he first saw a slave market, burned steadily until he had the chance to help extinguish slavery. Anger needs not checking but diverting to broader channels. If thwarting a child's purposes stirs him to anger, the thing to attack is not the anger, but the purposes—the thing to accomplish is to teach him to form worthier purposes. When the thing he wants is in harmony with the laws of life then anger at interference becomes a legitimate and noble passion. Let him learn to be angry at meanness and envy and jealousy and cruelty and hatred, and let him learn to "work off" his anger in strenuous battling against the forces of evil. Let him "fight the good fight" for a better world.

A second great human emotion, which ac-

cording to the way we learn to deal with it, makes or mars our lives, is love. For all life

> "Is just our chance at the prize of learning love,
> How love might be, hath been, indeed, and is."

Often and often we find children who are victims of unwise affection.

THE DANGERS IN EXCESSIVE AFFECTION

A serious—perhaps pathological—problem is presented by Henry, whose mother's handling has brought him to a most unhappy pass. Herself an emotional, "high strung" sort of person, she had suffered intense grief over the loss of a baby before Henry was born, and had lavished on this second child a most unwise and dangerous form of love—an excessive type of physical affection. She cuddled and kissed and petted him continually, which developed in him a clinging sort of dependence on such attentions. At the same time, she thoroughly spoiled him, so that as he grew older and more assertive she found herself unable to manage him. She then had recourse to threats of the punishments his father would inflict when he came home. The father, a rather sensible young man, confided

JUNGLE GYM.

frankly to Doctor Woolley that he feared the child was being badly mismanaged. And indeed the effects of faulty training were plain to see. When Henry was first enrolled he could not be induced to play with any of the boys or notice the other children. He would attach himself to some adult female—teacher, student, or guest —and would cling to her and follow her about, coaxing for attention and petting. At the same time he displayed a marked aversion to men. He became quite excited when a man entered the school, showing plainly his dislike. One day, for instance, he was in the office when the secretary's brother happened to be visiting. He accidentally spilled some ink on her desk and immediately said "Don't tell the man." Day after day he would say, "My daddy won't come for me today," in spite of the fact that his father had never failed to come. Sometimes he would say over and over "My daddy's dead! My daddy's dead!" Several times he remarked that he wanted to wear dresses and be a little girl. When the children played wedding he insisted on being a bride and was exasperated when the piece of lace curtain that was used for

a veil refused to stay fastened to his cropped hair. He is difficult to control and works himself up into an emotional state of irritation or rebellion for no apparent reason. Removal for a few hours every day from the highly charged atmosphere of his mother, persistent stimulating of normal occupational interests, and steady discouragement of his abnormal craving for attention and petting have produced a noticeable improvement in Henry. He has learned to work and play with enjoyment, and is on the whole somewhat easier to manage. But he is often overtaken by his inexplicable and apparently abnormal attacks of bad behavior, and it seems rather doubtful whether the deep and unfortunate efforts of injudicious early training can ever be quite erased from his personality.

HOW TO DEAL WITH JEALOUSY

Another trouble arising from "inordinate and sinful affections" is jealousy. The commonest form with little children is jealousy of the new baby that absorbs the mother's attention. One nineteen-months old girl, witnessing in silent despair the delight of the whole

family over the baby's bath, suddenly demanded the baby's toe, saying "I want to kiss it," and when it was held out to her, bit it savagely with her four little teeth. Jealousy, though so human and universal, always means suffering, and too often leads to unworthy conduct. It should be patiently worked with by making the victim feel that he also is loved, and teaching him to love more worthily. Families sometimes fail to realize how hard it is for the child who has been the petted baby to be suddenly thrust aside, and how much suffering can be saved by making the transition less abrupt and complete by a little judicious petting of the unfortunate ex-baby.

More rarely, but still too often, we find children who are suffering from too little affection. A sense of being unloved is quite disastrous to a child's disposition, making him either hard and insensitive, or shrinking and unhappy. Such children are usually institutional or step children, but once in a while they have parents of their own whom Puritan tradition or too rigorous ideals of discipline have made martinets. A particularly vicious combination of too much and too little love is displayed in the

attitude of the society woman who pets her children outrageously in the brief time she is with them and leaves them for long intervals to the neglect of indifferent servants.

THE AVOIDANCE AND CONTROL OF FEAR

Of all the emotional dragons that beset our painful mortal progress the most wretched and unworthy is the demon of fear. We are born into this life, Doctor Watson tells us, afraid of only two things—loud noises and removal of support. New born babies, he has demonstrated, will register fear at sudden sharp noises or at being dropped a very little way into a suspended blanket. Nothing else alarms us until our cruel experience teaches us how many things there are to fear. The more we can be guarded from fear, the better for us and for our work. It is a grave mistake to use fear as an aid to discipline. It always does harm, often permanent harm. Too many of us suffer physically and mentally as a result of childhood fears. The thing many parents fail to realize is that the effects of fear are so lasting, so out of proportion to the original frightening incident.

One child had a panicky dread of band music which tormented the first five or six years of her life. Whenever she heard the beat of a drum, her heart stood still, and a hideous picture flashed into her mind of pawing hoofs in her face as she sat in a baby buggy. This picture she did not recognize as a memory until many enlightening years had passed. Her conscious memory did not reach back to her baby buggy days. The ghastly picture simply appeared as an unreasoning accompaniment to the band. Later she realized that it was a definite memory, made vivid by its alarming character, of a time when her nurse had pushed the buggy close to the curb to see a parade, and the sudden clamor of horn and drum had frightened a horse from whose prancing hoofs she had been pulled back just in time. Her mother, knowing nothing of the incident, could not understand the fear, and was particularly puzzled by the way the child refused her comfort—would become frantic if held, and tear herself from the protecting arms to dash into the nursery and precipitate herself over the railing of her little bed. This sense of the futility of mother's aid may have been due

to mother's absence at the time of the original terror. Gradually as her love of music grew, the obsession disappeared, though the joyous thrill of martial music always held for her a touch of fear.

A CASE OF PHOBIA

In the nursery school every effort is made to overcome these childish fears. One interesting case of phobia has appeared in a three year old child. Irene was discovered one day at the top of the short flight of stairs leading from the sleeping room to the playroom, crying and trembling because she was afraid to come down. She was afraid, she said, to pass two of the railings. The teachers were entirely at a loss to account for this manifestation, as the two pointed out were, so far as anyone could see, exactly like all the other railings, and the only reason she could give for the terror they inspired was that "there was no curtain." Every effort was made to conquer the unreasonable fear. Irene was assured that there was nothing about the railings to be afraid of, that they were "nice railings" placed there for

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her protection. She was even induced to touch them. But she did this shrinking and trembling in very obvious terror and distress. She complicated the problem still further by protesting that she did not mind going up stairs at all. It was only when coming down that she feared the two railings. For weeks she suffered until at last Miss Henton yielded to the obsession and hung a rug over the dread objects. Doctor Woolley meanwhile kept seeking for a cause in some repressed fright or worry. The most notable event in Irene's family life had been the recent arrival of a baby sister. Irene, however, her mother said, had showed no strong feeling of any kind about the baby—had indeed almost never talked about her. This in itself was surprising enough to be suspicious, particularly in conjunction with the fact that she had talked at school about the baby's arrival, and had repeated several times in a puzzled, strained way: "When she went to the hospital she didn't have the baby, and when she came back from the hospital she did have the baby." She had not been prepared in any way for the baby's coming, nor had she asked any questions as to where

it came from. This again suggested repression. Further questioning revealed that she had several times been taken to see her mother at the hospital; that she had always gone up in the elevator but had usually walked down the one flight, as there was a small stairway near her mother's room; that this stairway was almost exactly like the one at the school. At this point it seemed fairly clear that she had experienced some shock—that whatever had occurred or had been said was beyond her comprehension, but that she had brooded on it in secret so that when she found herself in a similar situation to that in which it arose, the repressed trouble appeared as a phobia. Doctor Woolley advised her mother to talk to her about the baby, giving her an opportunity to ask questions and release her pent up feelings, and to tell her what she could understand. This was done and the fear completely disappeared.

"PERFECT LOVE CASTETH OUT FEAR"

Love, we are wisely told, is always the thing that casts out fear. Many a child has overcome the fear of dogs or cats by learning to love and

care for a pet. Fear of the awful dark may be avoided by teaching love of the soft, quiet, comfortable dark. One two year old who had been so trained was put into a dark closet by way of punishment. When released, she looked calmly at the misguided auntie who had hoped thus to quell her, and commanded "Put Betty back. Betty love 'a da'ak!" We cannot fear the thing we love.

HOW TO TREAT THE EARLY SEX INTEREST

Most children have begun by the third or fourth year to be normally conscious of themselves as little boys or little girls, normally interested in the differences between little boys and little girls, normally curious as to where little boys and little girls come from. This fundamental consciousness, interest, and curiosity needs wise direction, lest it develop into an unwholesome emotional attitude toward the basic aspects of life, or express itself in undesirable habits. Such habits, when they do appear, should of course be checked in a common sense way, without undue emphasis or alarm. The popular belief that they are the causes of

ghastly mental deterioration is without foundation. Much more harm is caused by investing the habit with an atmosphere of horror and humiliation than by the habit itself.

Though we are painfully acquiring a more matter of fact way of meeting this problem a surprising number of young mothers have still to be assured that discovery of a child's undesirable practice is not ground for despair. The questions children ask about sex should be fully and truthfully answered. An atmosphere of secrecy or embarrassment—even an over elaborate modesty—should be avoided. Repression of this as of any normal interest is likely to result in the development of an unfortunate emotional attitude.

THE CONTROL OF EMOTIONAL EXPRESSION

We know unfortunately very little about controlling emotional development. Some authorities declare that it cannot be done. What we usually do, and to a certain extent are forced to do, is to control the expression of emotion. When children find that unrestrained yielding to jealousy or anger is followed by unpleasant

consequences, they learn to control the expression of these feelings. Emotions, however, are mighty forces, which cannot be bottled up without danger. Children whose natural emotional expression is unduly repressed by over-anxious or over-managing parents are likely to suffer. It is far better to work by such methods as are described above. It is well, whenever possible, to change the attitude of mind produced by the situation that has caused an undesirable emotional state. When Junior, for instance, registers fury at little sister for taking his cookie, his attitude may be changed by pointing out how smart it was of the baby to snatch it when his back was turned, and how funny she looked trying to cram it all into her mouth at once. Our feelings toward a situation may be completely changed by suddenly seeing it from another angle. It is sometimes best to divert the child until the emotion passes. And it is always best to insist that no matter how excited—how "keyed up" one may feel, he has no right to communicate to others anything but pleasantness, no right to "spoil the atmosphere" by publishing his personal irritation or depression

or craving for attention. Mary, at two, objected so definitely to anything but peace and pleasantness that when she fell and hurt herself, instead of rushing to mother for sympathy, she would say bracingly "Ne'mind, baby," and go about her play. Dorothy, also two, was discovered kissing her own bumped knee, rather than intrude on mother's tea party with a tale of woe. And the warning against disagreeableness in the section on physical development should be repeated here. No grown up quarreling or melancholy should be permitted to infect the children's atmosphere. Such poisons ruin dispositions as well as constitutions.

MAINTENANCE OF A PLEASANT EMOTIONAL TONE

The maintaining of a cheerful atmosphere, an unflinchingly pleasant emotional tone, should be made a very definite responsibility of every human being from earliest childhood.

TEST EXERCISES

1. Watch for any evidence of emotional instability in the children. Do they seem nervous, excitable, high strung? Can you find anything in the home atmosphere which tends to overstimulate their emotions?

2. Study any manifestations of anger that occur. What caused them? Have you found any effective method of helping a child gain control over his temper?

3. Observe the attitude of children toward affection. Do they respond to the affection of adults? Do they endure, or avoid, or seek caresses? Are they unduly dependent on others emotionally? Note any display of jealousy. Do the children show marked attachments for special individuals within or outside of the family? Do they "take dislikes"? Can you account for differences in these respects in the same family?

4. Are the children fearless in their general attitude? Note any special objects of fear. Can you discover how these fears started? To what extent have you succeeded in getting them to conquer these fears? By what method?

PART FIVE

STANDARDS FOR SOCIAL DEVELOPMENT

OVERDOMINANT PERSONALITY
"AIRS"
SELFISHNESS
CONTRARINESS
INDIVIDUALITY AND INITIATIVE
SELF SUFFICIENCY
SUSPICIOUSNESS
LYING
STEALING
CRUELTY

STANDARDS FOR SOCIAL DEVELOPMENT

"For yet a little while, and the wicked shall not be: yea, thou shalt diligently consider his place, and it shall not be."

PSALMS, xxxvii, 10.

STANDARDS OF CONDUCT FROM GROUP CONTACT

GRANTING that the child develops his standards of conduct out of contacts with his group, it seems to follow that he should begin early to spend at least part of his time in a group of his peers, whose purposes, abilities, and limitations are similar to his own, rather than all of his time in the family group, with its varying ages and interests. The most conservative observer must admit that in opportunities for social training the home falls far short of the playroom of the nursery school. It is here that the children show their individual characteristics, the particular powers and weaknesses that must be reckoned with. It is in the playroom that Harold, the most perfect physical specimen in the school, displays the tendencies to boss and bully which will mean trouble later if not

checked now. With a budding consciousness of his overpowering personality, he struts regally to the cupboard, points out what he wants to play with, drags two or three unwilling slaves to his assistance and embarks on a project which is pleasure for him and toil and trouble for them. It is in the playroom that the unsocial nature of little John reveals itself. For John prefers to do everything entirely by himself, and is as nearly irritated as is possible to his even disposition by attempts to join in his play or interfere with his work. It is in the playroom that Eva's unfortunate inclination for "crushes" becomes evident, as she jealously guards the intimate of the moment from the advances of other children. It is in the playroom that gentle little Jewish Rachael learns some of her first lessons in Christian civilization. One day she had placed her doll in a little cart, and was pulling it slowly along with a beatific backward smile, when Bobby, the bold and bad, fell down. Picking himself up with a muttered "I fell down, damn it!" and glancing irately about for something on which to vent his wrath, he observed Rachael's enjoyment of her doll's outing. Stamping across the room, he

THE SUBSTANCE OF THINGS HOPED FOR

growled, " Det dat doll out o' dere! " and, hurling the doll on the floor, made off with the wagon. Rachael remained motionless until he had got quite a distance away. Finally she stooped, picked up her doll and kissed it, and carrying it into a corner, tenderly rearranged its disordered attire. Then she looked over her shoulder at Bobby, a long, reproachful, puzzled look that seemed to wonder at the unaccountable cruelties of life as expressed through little boys.

REPRESSION OF THE TOO DOMINANT PERSONALITY

It is hard for the individual to learn to adjust himself to the group, and many kinds of undesirable behavior arise from poor adjustment. Annie, for instance, had been so spoiled that when she entered the school she did not know how to occupy any position but the centre of the stage. Her peculiarly loud, harsh, voice was always heard above the others, demanding, exacting, ordering, " Let *me* do it." " *I* want to carry the tray." " *I'll* show you how to play it." Her chubby little figure was always dancing in the foreground, the butterfly bow in her dark

curls bobbing gaily in amusing contrast to the serious and strenuous expression of her fat little round face. One day when the children were playing outdoors, Annie was observed in tears. A group of children had set up housekeeping in one of the large packing boxes provided for their games, and Annie ardently desired to join them, but they did not want her. Miss Henton, marking her grief, came over and inquired the cause. "We don't want her," explained Virginia earnestly. "We have a father and a mother and two children and we don't want her." Miss Henton, instead of urging that poor Annie be included, attacked the situation from the right angle at once. "Come away, Annie," she said in a sensible, matter of fact tone, "let us find some other pleasant thing to do. *Their party is made up.*" In a moment Annie had called to Tommy and Bessie, "Come on, let's slide," and a gay little group collected about the slides. Miss Henton's substitution of an independent activity for Annie's attempt to force herself into a group where she was not wanted was much appreciated by a group of visitors, one of whom commented, "She might as well learn as

soon as possible that in this life some parties *are* made up." By a series of such gentle repressions Annie has been led to modify her too insistent ego so that she now no longer stands out from the group on every occasion, and thrusts her personality on the general attention.

"AIRS"

Another hopeful achievement of the school is the waking up of supercilious Donald to his own unpopularity. He would never descend to play with the others on equal terms, but stood apart regarding them with an air of superior aloofness almost incredible in a three year old. One day it suddenly struck him that the children did not like him. He frankly asked of one child after another "Do you like me?" receiving always the answer "No." The next day his mother reported that Donald had the oddest impression that the other children didn't like him. Of course she knew it couldn't be true, but wasn't it unfortunate he should get such an idea? It had obviously never occurred to her to take it seriously, to seek for a cause, to seek

for it at home, to plan a reconstructive program. So far the general attitude of dislike is unaltered. Billy, marching about as a soldier, levels the little stick which is his gun, at one child after another but always relents at the plea " Don't shoot me " because of a fondness for the intended victim. What good is a gun if there is no one you would enjoy shooting? At last Philip finds a solution. " I'll tell you who to shoot," he shouts, " Shoot Donald." There is a chorus of " Yes, shoot Donald," and Donald is massacred amid general satisfaction. It is something gained that Donald is aware of the feeling he inspires. Perhaps his mother can be enlightened, too, and can be made to realize that superior conceited airs are as unpopular at three as at thirty, and the atmosphere which breeds them is an undesirable environment for a little child to live in.

CONQUERING SELFISHNESS WITH THE SENSE OF FAIRNESS

Selfishness is a very common fault, particularly in the only little one at home or the petted baby of the family. Where no one else is inter-

ested in the toys suitable to his age the child soon gets to feel that he has the right to monopoly. Taking turns at the swings and teeters, waiting until some one else is through with the tricycle, enjoying some one else's pleasure in dressing the doll—all these disciplines that come naturally in a group of like interests help a child to get into right relations with his neighbors. Fairness is perhaps a better ideal than sacrifice. It is a wise mother who divides the scanty supply of ice-cream evenly instead of doing without any herself. Some children when they enter the nursery school have no compunction about snatching what they want even out of the hands of others. Little George could hardly be pried from the Noah's Ark, which so delighted him that he waked his whole family at six o'clock on two successive mornings to tell them of its glories. When he went out to play he would laboriously mount a chair to place it on a shelf, muttering as he cautiously pushed it well back. "So the other kids can't get it." This sort of attitude at this early age soon yields to a very real pleasure in the pleasure of others if the conditions are kept equally fair for all.

CONTRARINESS

Joan was contrary. Her first reaction to every situation was "won't." She could not be tested because it was impossible to get her to perform the little tasks. When she entered the school she was thoroughly antagonistic to everything and everybody, and stood about with a dark scowl on her pretty little face, looking for something to oppose. Her father is one of those only sons who have been so spoiled that there is almost no living with them. His mother's unwise indulgence has developed in him an undisciplined attitude toward life which makes him a failure in everything he undertakes, along with an overweening conceit which keeps him from seeing himself as the cause of the failure. Herself an educated woman, she has permitted him to grow up without proper schooling and with no training for any kind of work. His wife, a stenographer, really supports the family, while he gives up one job after another. On one occasion he sold all the furniture to get money for a new start in another city, but was back in ten days with no money and no work. The whole atmosphere of the home is charged with unpleas-

antness, which the little girl had quite naturally absorbed. But instead of trying to improve the atmosphere, the father's idea of treatment is to beat it out of the child. One morning when she was getting ready for school her mother undertook to sew a button on her underwear. Her father came up where she stood and asked her to kiss him goodbye. She refused in her usual contrary way, and he seized her forthwith and beat her severely. When her mother got her back she discovered that only half of the needle she had been using was to be found. She took Joan to the hospital, and, as she had feared, the X-rays revealed the needle embedded in the child's flesh. Of course it had to be removed. The father rushed frantically to the hospital and there protested his grief and his devotion to the child. But the doctor's cold suggestion that he express this devotion by paying the hospital bills failed to take effect.

In the atmosphere of the school Joan's contrariness melted at once in the entire absence of any attempt to force her to do anything. If she wished to play this or that, well and good. If not, there was no attempt to force her. After

two or three days of this treatment, in an atmosphere of gentleness and affection, she became as sweet and tractable a child as one could wish to see.

STIMULATING INDIVIDUALITY AND INITIATIVE

Some children, instead of unduly thrusting forward their own personalities so as to appear domineering, conceited, contrary, or selfish, tend to become absorbed in the group to the detriment of their own individuality and initiative. Bessie, a very intelligent sensitive child, holds her dainty little personality like a cup to receive the wine of life poured into it by others. She is imitative to a fault, copying not only what the other children do, but what they say, as exactly as possible. She is, of course, very popular, as she is pretty, sunny and courteous, and aims to please. Though she can handle all the play materials easily and well, she never seems to choose any activity for itself, but enters into whatever the others are doing. This is a dangerous characteristic, the more so because the child possessing it is so easy to live with—fits like a glove into the other personalities in

the family. At the school Bessie is steadily urged to make choices of her own and stimulated to take interest in the game rather than in the other children who are playing. This treatment, wisely persisted in, ought to free her from too much dependence on other personalities and help her to find and hold her own place worthily.

THE CAUSE AND CURE OF SHYNESS

Many little children are made miserable by extreme shyness, which is usually the result of being too constantly alone with their mothers, or of seeing too few people outside the family. The varied society of the nursery school has never failed to cure this distressing handicap. If mothers would make a point of occasionally leaving children in charge of others and bringing company into the home more frequently, children would not develop this agonizing shyness, which too often persists into maturity and robs human intercourse of half its pleasure.

THE HANDLING OF THE UNSOCIAL CHILD

Another less common way of withdrawing from the group, harder to understand and deal with, is the unsocial attitude of the child who

appears averse to joining the group because he is sufficient unto himself rather than shy. The nursery school experience seems to indicate that this trait is found only in superior children—children who can do things better than the others and would rather play alone than be annoyed by the stupidity of their neighbors. It requires extremely careful handling. David at first preferred to do everything by himself, and made it very plain that he did not welcome interference or companionship. Sunny and docile when left to himself, he would register surprising resentment at intrusion into his personal affairs. Once, when little Jane threw stones into his sand house, he was incensed to the point of striking her. No attempt was made to force him to join the group or take any one else into his own projects. After a few weeks he began to single out Harold and Philip for attention. His interest in these particular children was undoubtedly aroused by admiration of their powers, for both are big, handsome boys. Having begun in this way, however, David went on to notice other children and to like them. "I'm glad you're sitting here," he

SERVING DINNER

was heard to remark to his neighbor at table, "I like you." He has several times displayed sympathy with others. When Warren fell down inconveniently in front of Annie's wagon and Annie began to pound him forthwith, David listened attentively to the moral remarks of the student in charge, who pointed out that helping Warren up would have been more to the purpose and when Warren accommodatingly fell again, David got off his tricycle to come to the rescue. He has been seen to help little Henry upstairs, kissing him three times on the way, and to return the doll he had snatched from Betty, kissing her ardently and telling her not to cry. These unsocial superior children should not be forced into the group, but every effort should be made to find them friends who can give them real companionship as well as what points of congeniality with the general group are possible. It is well for them to have resources within themselves, well for them that they do not wish to dominate or attract attention, but they must learn that they cannot realize themselves at all without including others. Often the natures that are unable to be "good mixers," that are un-

happy trying to be "one of the bunch," have valuable contributions to make. They should not be embittered or discouraged by having their differences regarded as a disadvantage but should be given as much companionship as they desire and as much letting alone. Families are too prone to punish by an unfriendly attitude the member who doesn't always want to join the family project—a most unfair use of group power.

CAUSES OF SUSPICION IN CHILDREN

Another unfortunate type of failure to adjust properly to the group is the attitude of suspiciousness. This unhappy quality, not often found in early childhood, is of course, the result of being evaded or tricked. Billy, not yet three, surprised his mother by asking where babies come from. Feeling unprepared to answer wisely, she put him off with the traditional response that they came from Heaven. Fixing her with a gaze of darkest suspicion, he retorted ironically, "You said you'd never been there!" Betty, armed to withstand the "joshing" of some lively young uncles, was proof against the

doctor, when in answer to her inquiry, he gravely explained to her the magical properties of the sterilizer. With hand on hip, and crushing glance over her shoulder, she put him in his place with the bored rejoinder, "Ah, g'wan." Children who are put on guard against being cheated often carry into adult life a shrewd suspiciousness that jaundices their relations with others and takes much of the joy out of home and vocation.

The same principle of reaction to environment holds true of the graver faults. Lying is much more often a matter of insincerity in the atmosphere than in the natural disposition.

CAUSE AND RESPONSIBILITY FOR LYING

Children may lie because they are afraid, or romancing, or to get some fancied advantage, but the usual reason they lie is because they are lied to. Parents who wouldn't go so far as to say there isn't any candy and risk the child's discovering that there is, will sneak out of the house to avoid the row at parting, or will inform the company that the extra special feast is "just a plain home dinner, such as we have

every night." Children soon " get on to " this sort of thing. Keeping one attitude or set of manners for the home and another for the outside world is sure to breed insincerity. Even politeness may be a dangerous thing to teach if it is made too artificial. Diplomacy begets diplomacy. Dorothy not yet three, who had been " managed " somewhat overtactfully to induce her to let another child hold her doll, considered a moment and then, holding out her empty arms with an ingratiatingly brilliant smile, inquired " Isn't s'e too heavy for oo? "

Children should never be accused of lying unless it is positively proved. The day the nursery school children were taken to the island park, George's parents through some oversight, had not been informed of the projected trip. George went home with glowing accounts of his adventures. Rapturously he told his mother what a fine time he had seeing the animals and riding on the elephant—and was spanked forthwith for lying. When his father came home he stuck to his story and was spanked again. Charlotte was much more wisely treated when she feigned illness to get

out of going to school. She was given a dose of castor oil and put to bed with tender concern. She did not repeat the experience.

A CASE OF STEALING

Only one case of actual stealing—appropriating the property of others with understanding and intention—has been observed so far in the nursery school. Jimmy at four was a very competent little thief. Inquiry into the sins of his fathers revealed first that his parents lived in a constant atmosphere of quarrels and fights, even going so far as to throw the furniture about, if Jimmy's reports were not characteristically embellished. The root of their discord was poverty—apparently owing to the inability of the father to get any work he could do and the inability of the mother to do any work she could get. She was a flighty, hysterical young woman, who had had some training in a normal school and a little ineffectual experience in minor office work, and was allowed to remain to assist about the domestic work at the school, after proving herself incompetent in the office. Even here she was in a state of continual conflict with the colored cook, the students, the

teachers, always superior and abused and weeping over the way she was treated. The second significant element in Jimmy's history was the cross grandmother who had had unwilling charge of him and his little brother Bertie while the parents were trying to find or keep jobs. She was an excessively unpleasant old lady whose only interest in life was a bitter struggle, to keep the house neat—a losing battle, of course, with two small boys about. She would not let them play with even the few poor toys they had, and scolded or beat them if they "mussed up" the premises. A study of the whole situation seemed to lead to the conclusion that Jimmy had simply figured out that anything he ever got had to be snatched when he could get it. He might be caught and punished or he might lie out of a scrape. The only way to have anything for himself was to take a chance. Now if this diagnosis was correct the way to break the unhappy spell was to make him feel that he could have what he wanted without stealing or lying, and that he need not fear punishment. Here are some examples of this treatment and its results.

One of the students on duty in the cloak room

happened to see Jimmy take Alice's little pocketbook out of her cupboard and put it in his own cupboard under his hat. She reported the felony to Miss Henton, who after some consideration finally led Jimmy to his cupboard and showed him the pocketbook. "Do you know how this came here, Jimmy?" she inquired. "No," he muttered, with a furtive, frightened look. "Do you know to whom it belongs?" she persisted. "No," he repeated with a driven, hunted manner. "Well," she responded calmly, still holding his hand, "I know whose it is. It is Alice's. Would you like to take it and put it in Alice's locker?" Jimmy's face cleared at once. He ran to replace the pocketbook. "For the first time since he entered the school," says Miss Henton, "he gave me a really childlike smile. I don't believe he had ever before been helped out of a delinquency, ever been given an opportunity to perform a constructive act of restitution."

For some time he "kept his hands from picking and stealing." Then one day there was a party and each child was given a tiny bag of hard candies, one to be eaten at once, the rest to be taken home. The bags were left in the

children's cupboards while they took their naps. Before any one else was awake, Jimmy sneaked downstairs and took five or six bags, hiding them in his own cupboard under his hat. Of course the bags were missed when it was time to go home, and a great wailing arose. Miss Henton felt certain of Jimmy's guilt but by this time had discovered that if asked whether he had taken anything he invariably answered "No," and if asked who had done it, as invariably replied "Bertie," his little brother. So she merely said "Jimmy, show me the cupboards you took the bags from." He immediately trotted to the right cupboards and restored the bags. Then Miss Henton said "Jimmy, when you want candy, come and ask me for it, and if I have it I will give it to you. We don't want to keep you from having nice things or to take things away from you. We like to give you nice things. But you mustn't take things that belong to other people. Come and ask me for what you want and I'll be glad to give it to you if I can." Jimmy seemed both impressed and relieved. He showed that he had understood by coming, in a short time, to Miss Henton and saying "I want some candy." She im-

mediately gave him a piece. Later he returned, repeating the demand. Again she made good, giving him several pieces and inducing him to share them with the others lest he eat too much. In this way she did succeed in appreciably lessening Jimmy's temptation to snatch what he wanted by building up a confidence that he could have what was right and reasonable for the asking. Of course this was a process requiring patience and more time than the brief period during which he was a member of the school. The marked and steady improvement throughout this period seems proof, however, of the wisdom of the treatment.

DEVELOPING AN EARLY RESPECT FOR PROPERTY RIGHTS

A feeling for ownership—a respect for property rights, if developed in very early childhood, may usually be trusted to persist through life. Doctor Woolley reports that her babies, when less than a year old, would stretch out their hands for things with a little sound of inquiry, and if she said "No, that is mine," would draw back, but at the words "Yes, that is yours," would seize the desired plaything.

"MINE AND THINE"

In too many homes there is no rigid division of property so that children have no sense of mine and thine. Handkerchiefs, stockings, toys, are regarded as common property and borrowed without formality. Children who grow up in this kind of atmosphere are not likely to be too scrupulous later if confronted with temptation.

CRUELTY NO CURE FOR CRUELTY

Another very dangerous tendency is the impulse to cruelty. Children sometimes seem to take a positive pleasure in inflicting pain. Of course they have at first no real conception of what pain means. Harry pushed Josephine so that she fell downstairs and then laughed elfishly at her and at the bump on her forehead. Two desperadoes attacked the rabbits, and hurt one so that it had to be chloroformed. The problem in cases of this kind is to make the child want to be gentle, and this cannot be accomplished by treating him ungently. Severity is certainly in order for the treatment of so serious a fault, but not the retaliative infliction of physical pain. The type of severity should depend on the circumstances and on how deeply

the child seems to be impressed. Often, if he has not been made insensitive by rough treatment, he is quite sufficiently disciplined by the disapproving or distressed attitude of those he loves, and will grieve most wholesomely until favor is restored. Isolation is a severe and perfectly logical punishment for violent behavior. It is not wise to put a child to bed in the day time, but it is often wise to keep him for a brief time in a room by himself, "to think it over," and it is sometimes very wise, though it takes fortitude, to keep him home (under supervision) from the anticipated party or picnic.

PREVENTION, NOT PUNISHMENT

Cases in which definite and encouraging progress has been made in checking undesirable tendencies could be indefinitely multiplied. It seems fair to assume that the scientific method used by the school is more effective than the usual off-hand punishment, blame or praise. This method in so far as it can be reduced to a definite formulation, might be expressed in some such rules as these: (1) Look for the cause of the trouble. Seek it in the action of the

environment on the individual. Proceed in scientific fashion with attention to physical condition, inherited traits, nutritive history and results of intelligence tests in their bearing on conduct. (2) Try to modify the environment, so as to minimize the tendency to produce undesirable types of reaction. Keep experimenting and measuring results. Reëducate according to a definite program. Be content with gradual improvement. (3) Enlist the active coöperation of the individual by substituting desirable activities for those to be corrected.

The ways by which we grow in grace—the forces that may be used to overcome our defects are three—instruction, experience and example, and the greatest of these is example. Some preaching we must do, and a little of it may be effective. "This is right," "That is wrong," we tell our children, and possibly sometimes they heed us and save themselves some pains. The older they grow and the more confidence they develop in our judgment the more effective this kind of teaching is, particularly when they have learned to want it—to question us "Is this right?" "Is that wrong?" But this they learn only as a result of experience and example.

THE EDUCATIVE VALUE OF EXPERIENCE

We should keep trying, then, to give them an educative experience. This means, for one thing, what we call logical punishment, letting the consequences fall relentlessly on the sinner. The hard thing for us to do is to endure the suffering our children bring upon themselves, though we guiltily admit what they need in these indulgent days is discipline. We ought for their sakes to nerve ourselves to refrain from intervening to save them from consequences. When careless Charlotte lost her pretty new hat, her mother said "It is too bad, dear, but we can't afford another," and Charlotte wore an old cast off one all winter long—unhappy to be sure, but not resentful. How much better to let experience teach its lesson than to scold or punish her and then buy another hat. When Bessie demanded a spoonful of lard because it was so pretty and white "just like ice-cream," her mother explained that it did not taste good and she would not like it. When Bessie whiningly persisted, her mother simply said, "Very well," and allowed the child to take a heaping spoonful of the nauseating stuff, knowing of course that it could not really hurt her.

THE FORCE OF EXAMPLE

More powerful than either preaching or experience is the almost irresistible force of example. All the studies made by the nursery school authorities go to show that most of the behavior problems presented by little children are the result of the behavior of those whom they live with. Miss Henton's almost miraculous results in dealing with these problems are due, she believes, not to methods alone, but also to three factors in her attitude toward the child: first to her sincere and deep love for the child, which he feels as his unfailing comfort and support even at times of discipline, second to her reverent respect for him as an individual as important as herself, however little, and third to unwearying patience. These should indeed be elements in the attitude with which the adult approaches the problems of child training. And to all these another element should be added, the attitude that encourages gaiety and laughter, and insists on joy as a right and duty. Just as in considering standards of physical, mental, and emotional development we came at last to the conclusion that there could be no

health without happiness, and no right learning, without pleasure in learning, no wholesome emotional condition without a sunny atmosphere, so in considering standards for social development we realize that the good child is the happy child and that the way to teach goodness to a child is to help him find the ultimate joy in goodness, joy in service, joy in sacrifice, joy in life and in work.

TEST EXERCISES

1. Provide opportunities for children to play together and note their behavior in a group. Do they seem shy or forward, social or unsocial, popular or unpopular, leaders or followers? Consider the attitude of other children and of adults toward the child you are studying and note the exact types of behavior toward which their attitude is a response. Is it what the child says or does or something in his appearance or manner that makes people like or dislike, seek or avoid him?

2. Analyze the child's quarrels, going back not only to the original offensive act, but to the nature of the provocation behind it.

3. Note the ages when children play individually, each with his own doll or toy kept strictly to himself and when they begin to share their playthings or pool them for some common project.

4. Consider critically your own methods of trying to help children conquer their faults. How do you go to work on each problem? Do you try to modify feeling or expression of feeling? Have you realized the possibilities of indirect methods which save the child's pride?

5. Is the child developing standards regarding the relative seriousness of various kinds of misconduct or does he seem to regard trivial faults (breaking or losing things, coming late to meals, etc.) as on the same plane with vital defects such as lying, cruelty, or jealousy?

6. Analyze carefully every lie you are sure of. Do you understand the motive? Can you find any trace of insincerity in the child's atmosphere—anything underhand in the conduct of others toward him? If a tendency to lying has been overcome, what do you think accomplished the cure?

7. Study the cause of any display of cruelty. Try to determine whether it was due to curiosity to observe the conduct of the victim, to ignorance of the suffering involved, to actual enjoyment of the sight of suffering, or to a mere freakish unconsidered impulse.

8. Note successful and unsuccessful attempts to modify children's behavior which you have observed or experienced. Try to discover where the mistakes were made and what were the special factors in the treatment which made for success.

PART SIX

GRADUATING INTO THE KINDERGARTEN

GRADUATING INTO THE KINDERGARTEN

"Thou therefore that teachest another, teachest thou not thyself?" ROMANS, ii, 21.

RESULTS FROM NURSERY SCHOOL TRAINING

THIRTY children who had attended the Merrill Palmer School more than six months are now enrolled in public schools. Not until reports from many more are received shall we dare pass judgment on the effect of their pre-school training. All we can do as yet is to watch the progress of each child, record the results of any definite tests and measurements, note any significant comments of teachers, parents, or children, as they pass into our standardized school systems, and hope so to interpret the message they bring as to lead to ever wiser modification of our ever tentative standards.

INDEPENDENCE

Sammy's mother is a widow, a teacher in the large school in whose kindergarten he enrolled when he left the nursery school. His teacher is awe-struck at Sammy's competent organizing of his own small affairs. "He takes

off and cares for his wraps without help," she reports, " knows where all the material is and when and how to get it out and put it back, and exactly how to help me get things done right. When noon comes he sets his own little table and unpacks his nice lunch—hot soup or cocoa in his thermos bottle and all. While he eats, he entertains us, and when he is through he clears everything up himself. Then he takes a book or toy to amuse himself and trots off for the teachers' rest room, where he lies down on a couch and takes his nap. His mother's last class is over early in the afternoon and then she comes to sit beside him with her work, until he wakes to go home with her."

Sammy's case is of course unusual, but the most general comment of kindergarten teachers has been that the children from the Merrill Palmer School stand out as able to take care of themselves—" not so helpless," say the teachers, " as the average kindergarten pupil." This of course is a result to be expected. It only shows more clearly the possibility of acquiring this desirable independence before the kindergarten period.

LANGUAGE

Melpa is a little Greek girl who heard no English at home and spoke very little when she entered the nursery school, at three. Her kindergarten teacher says she did not realize how recently Melpa's English had been picked up—had supposed the family must have been in this country a long time, as the child was under no handicap in comparison with the American born children in the class. Melpa again is an extreme case, but perhaps the second most frequent comment on the nursery school children has been that they are at home with words, at ease in conversation, accustomed to story telling and memorizing and discussion.

James, at three, was somewhat of a problem. His intelligence quotient was not high, he was handicapped by a deformed foot so that he had to wear a brace, and his behavior was often distinctly unsocial. His kindergarten teacher, who had not been informed of his previous record, says:

LEADERSHIP

"James is the best example I have ever seen of development which was slow and disappointing at first and thoroughly satisfactory later.

He could not adjust for months—did absolutely nothing. I had expected a good deal of him because I knew he had a good home background and the advantage of this wonderful pre-school training. His father was as disappointed as I was. He thought perhaps James would do better if he skipped the second semester of kindergarten and went right into first grade. We had several long talks about it. I said to him, 'I could teach James to read tomorrow, but that isn't what James needs. He needs adjustment to the larger group and a chance to develop qualities that will help him to find his place among other first graders.' His father decided to follow my advice and James in his own good time began to show leadership, initiative and originality. The first time he stood out in a marked way was on the day the children were building a house of blocks. They wanted a light for their house and did not know what to do about it. James belongs to the morning group, but in the afternoon of this day, he came hurrying in with eyes and cheeks blazing, and something held up in both hands. 'My daddy is going to take me to Northville,' he burst forth,

' but first I came here because I've got an *idea,*' and he held up his treasure—an old electric bulb. ' This will be a light for the house.' Then he considered—' But how can I make it stand up?—I know! I'll build it up with clay.' His father followed him in and said, ' I'm going to take him for a drive but he wouldn't go until he had brought you this.' The next day James built his lamp up with clay and then decided—' Now I'm going to let this dry.' ' What then? ' I asked, ' Then I'm going to paint it,' he replied. The others followed his example and we had several lovely lamps. From that time, he has been a leader. ' Come over to my house,' he will say. ' My father has lumber in the basement and he will give us some.' And he will get several of them to help him haul boards to school in his wagon. He is a good experience for a teacher who gets discouraged."

ELIMINATION OF UNDESIRABLE TENDENCIES

Quite as interesting as the development of desirable characteristics has been the elimination of undesirable ones. Rose Marie is a

brilliant little girl with an alarmingly high intelligence quotient. At three, when she entered the Merrill Palmer School, she was addicted to "showing off." Her first remark when enrolled was, "I'm a precocious child with a fascinating personality." At six, she is spectacularly a member of the third grade, but among all the characteristics fully and capably discussed by her teacher, there is no word of "showing off." Direct questioning elicits only surprise. "Why no, I never noticed Rose Marie showing off"—a result astonishing and gratifying to nursery school authorities.

David, whose shyness in the nursery school was his chief handicap, displays no trace of it in the larger kindergarten group. "Why no," says the teacher again, "He's anything but a shy child."

Obstreperous Bobby, the terror of the nursery school, is now a member in good and regular standing of the second grade. His teacher's comment is, "Such a *darling* child—no trouble at all—lively and mischievous, but *so* cute. And he's lovely in games and singing,

and you ought to see how sweet he looked in the lavender suit he wore on purpose to show me."

Supercilious Donald, selected in preceding pages as an example of conceited "stand-off-ishness," is described by his teacher as a "pleasant, manly little chap, straightforward, nice with the other children."

Of course it must be admitted that there may have been other wholesome influences at work in these children's lives besides the Merrill Palmer School, so that without its help these undesirable tendencies might have been cured. Every mother knows that worrisome traits in little children seem sometimes to disappear as suddenly and inexplicably as they came, and of course, the pre-school training is not an infallible specific.

OBSTINATE CASES

There have been two cases of difficult children who are still reported as difficult. In both cases the mothers can not be brought to see or admit the difficulties, but continue to excuse and explain and deny without any real attempt to coöperate. And there is one case of conflict in reports of mental ability which still baffles us

all. Lizzie, whose intelligence quotient was among the highest, whose whole record at the Merrill Palmer School is extremely superior, has made a very mediocre showing in public school. Her low test record placed her in the second intelligence grouping, and her indifferent reading and spelling bore out this judgment. After several months, she was returned to the Merrill Palmer School and re-tested—again with a superior rating, though not so high as at first. On the strength of this she was promoted from the kindergarten to the first grade where she " failed " and had to repeat the work. The only explanation so far offered is that her home background, distinctly poorer than that of the children she associates with, makes more of a difference at six in academic school subjects than it did at three in nursery school activities. This is borne out by the fact that she is still reported as " precocious," capable in all kinds of manual work, and reliable and responsible beyond her years. The remark of one teacher, " Lizzie never says an unnecessary word," suggests that she may be inhibited by some feeling of social disadvantage. But in spite of these

three cases it seems only fair to say that the evidence is strong to show that the pre-school training made it possible to check with comparative ease faults which would only have become more deeply rooted had the conditions which bred them been unmodified for two more years.

THE NURSERY SCHOOL'S MESSAGE TO THE KINDERGARTEN

Granting, then, that the satisfactory development of the children who attend the nursery school and their satisfactory adjustment to the public kindergarten seems to indicate that such training is eminently worth while, what message has this training for the kindergarten itself? Is there anything that kindergarten teachers may do with the resources now at their command to hasten the day when educational systems will begin betimes? There seems no doubt that kindergarten teachers are ready to welcome the nursery school. Their interest in the pre-school child is always alert and comprehensive. They read the writings of those who are studying pre-school education and invite them to speak at kindergarten con-

ventions. Indeed, there is nothing in kindergarten tradition that shuts out the child under five. We all know that education, as understood in the kindergarten, through play, with joy and freedom and active self-expression, in an atmosphere of gentleness and affection, is as appropriate to the three year old as to the five year old. But the present problem of the kindergarten is the five year old. What does a study of nursery school method suggest that might in any way improve our service to our five year olds?

CONTINUATION OF PHYSICAL CARE

"It would be splendid," says one kindergarten teacher after visiting the Merrill Palmer School, "If our public kindergarten could continue the elaborate physical care these children receive. I wish you could see the stuff my children bring to eat. The mothers seem convinced that they can't get through the morning without a lunch, and when the lunches are opened, I am horrified. Mamie will have two bananas, Tommy a huge piece of cocoanut cake, Elsie four pickles and a bag of salted peanuts,

Katy cold sausage. I try my best to tell them they don't need anything between meals and then the mothers come and complain to the principal that I expect them to starve the children."

APPLICATION OF HEALTH STANDARDS

The teacher's problem here, of course, is to educate the parents. To be effective, she must first know what physical standards should be expected of five year olds—what degree of physical development they should have reached —weight, height, motor abilities, etc. Thus fortified with a working set of standards for the ideal five year old, the kindergarten teacher should in the second place do her conscientious best to measure against these standards each child in her charge. She should know the physical condition of every one, and coöperate intelligently with the parents in making and keeping the children physically fit. Where physical examinations have been made, she should know the results. Where they have not been made, she should urge parents not to delay them, and should strive to hasten the day when such exam-

inations shall be a part of the regular routine of enrolment in every school. She should furthermore accustom herself to the habit of daily inspection of each child entering the room, and train herself to recognize symptoms of malnutrition, fatigue, cold, fever, undue nervous strain, or incipient infections. She should keep the room, particularly the floor, *washed* clean, at any cost of battling with janitors and rigorous wiping of shoes. She should use every opportunity to warn both children and parents against coffee, pork, pie, doughnuts, and too much candy, and to urge hygienic clothing, outdoor play, open windows, and sufficient sleep. Invested with the sanction of the institution, she speaks with an authority which even kindergarten children accept. Nervous little Mamie was losing weight and sleep under the overstimulating responsibility of "being a fairy in a show." She rebelled at going to bed at nine o'clock and was in a continual state of fuming irritability. Her worried mother finally appealed to her teacher, who attacked the situation so competently that the child was induced to retire regularly at half past seven, with

immediately beneficial results. "Oh, Miss Arden, won't you please get Charles to take his castor oil?" entreated another frantic parent, "He'll do anything you say."

The same two general principles may be applied to the contribution of nursery school practice in revealing the responsibility of the kindergarten teacher toward the mental development of five year olds. It is harder to get reliable standards for mental than for physical development, but what there are should be available to kindergarten teachers, so that they may know what ought to be expected of the children, and determine so far as possible the mental attainment and capacity of each child. Kindergarten teachers are always astonished at the powers of three year olds. Many of them would be interested in assisting with scientific studies of the powers of five year olds. If only the kindergarten could make use of its opportunity to experiment, compare, measure, standardize, it might render a tremendous service to the progress of scientific child study. This means first of all trained leadership, and is primarily a problem of supervision. When pre-school

training becomes more general, it will be of course desirable for pre-school and kindergarten teachers to agree upon a curriculum which will avoid unnecessary duplication. "Same games, same stories, nothing new at all," was Maud's disgusted comment on her kindergarten. At present, it would seem more to the point for the few nursery school teachers to acquaint themselves with standard kindergarten activities, and build their own programs to adjust as well as possible.

CONTINUED OBSERVATION OF EMOTIONAL ATTITUDES

Very suggestive indeed to the kindergartner is the attention given in the Merrill Palmer School to emotional attitudes. To maintain a pleasant wholesome emotional atmosphere has always been regarded as a requirement of the satisfactory kindergarten. But to feel definitely responsible for the diagnosing and treatment of the undesirable emotional states of individual children is a different matter. It is a short step, however, from the motherly, sympathetic, affection so universally characteristic of the

kindergartner to the trained scientific consideration of the fears and tempers and jealousies that beset the infant soul. The teacher should attack the problem seriously, first by keeping up with the rapidly increasing volume of appropriate psychological literature, second by thoughtful study of any manifestations of anger, fear, jealousy and other marked evil feelings, seeking causes and planning intelligent treatment. She should avoid antagonisms and repressions and respect children's sensitiveness. Too many teachers, in the hurry of the day, fail to note the changing expressions on little children's faces, and so lose a particularly delicate and charming method of discovering what goes on in little minds. Too many sweet and well disposed young teachers fail to grasp the importance of treating the very little with the same courtesy they would show to adults. Too often the investigator who was following up the Merrill Palmer children was embarrassed by the kindergartner's loud "Johnny Jones? Yes, he's right here. That's Johnny, sitting over there. Come here, Johnny" with no explanation as to why a stranger should be making

inquiries about Johnny, and no perception of Johnny's shy bewilderment in the face of his staring mates. In one case a teacher—*not* a kindergarten teacher—called shrilly, "Come here, Tony—(look at that scar over his eye). Tell the lady how you got that scar, Tony. Shot, yes! Shot with what, Tony? A bomb, yes!"—all the time quite oblivious of Tony's agonized shame. Even in this enlightened day when corporal punishment is no more there are occasional teachers who resort to loud tones and "crossness." Kathleen's mother, reproached with Kathleen's frequent absences, explained, "That teacher is too rough for her—yells at the kids and scares her so she can't stand it every day." And little James in the first grade asked his mother to have his front seat changed —"I've got the desk she always pounds on with an eraser when she wants us to pay attention and it hurts my ears," he explained.

It must be admitted that no one who has had the opportunity to observe closely over a period of years the whole school system of a large city can fail to note that the most sympathetic insight into child nature, the most ideal emotional atmosphere found anywhere is in kinder-

garten teaching. It is in the extension of this type of teaching up and down that the most significant contribution to educational method can be made. On the adjustment of the child to the social group, the nursery school has developed no technique that the kindergarten is not already practicing. The problem in the kindergarten is to relieve the sense of scrambling by reducing the size of the group in proportion to the number of teachers. No one teacher can keep the balance right in a group of thirty or forty children. And perhaps this situation may not be so hopeless as from the budget point of view, it sometimes seems. The success of student helpers in the nursery school, the need of high school students for practice with little children, may suggest new modifications of the old pupil teacher idea to the advantage of both high school and kindergarten classes.

OPPORTUNITY TO EDUCATE COMMUNITY IN CHILD CARE

The nursery school has after all relatively little to suggest to the kindergarten regarding method or practice. Its real message is rather

a challenge to the kindergarten to use more effectively its opportunity to educate the community in sound standards of child care. To accomplish this, the kindergarten should work not only through individual teachers, but with organized power and purpose. Its teachers should be supplied systematically with information as to extension classes or reading material which may be placed at the service of parents. They should be made familiar with the functions of the various social agencies and sympathetic toward their aims so that workers might enter the schools secure of intelligent coöperation. The teacher, who sees the children daily, is in a far more strategic position to work out family and neighborhood problems than the social worker, who is only an occasional visitor.

COÖPERATION WITH PARENT-TEACHER ASSOCIATION

The best medium of all for the kindergarten to work with is the Parent-Teacher Association. If there is none, the kindergarten should take a leading part in stimulating a desire for its immediate organization. Where it already

exists, the kindergarten should keep very close to it, acting as interpreter between the home and the more formal departments of the school. In Detroit, a weekly class in child care is held at the Merrill Palmer School, and is attended by representatives of Parent-Teacher Associations and of Federated Clubs who take the message back to their various organizations. It would be well if kindergarten teachers also were enrolled in such a class. The Parent-Teacher Association is the best medium because it is the only organization which brings together in the interests of childhood the two institutions committed to the service of childhood, the home and the school, and for the sake of that service has over and over again demonstrated that parents and teachers can work together, that men and women can work together, that people of opposing creeds, nations, races, color, in the face of life-long prejudices and ignorances, can still triumphantly and effectively work together.

APPENDIX

APPENDIX

SAMPLE MENUS

Monday, May 5th

Baked potatoes Creamed carrots and peas
Cottage cheese and lettuce sandwiches Milk
Orange custard
A.M. Fruit juice and cod liver oil
P.M. Milk

Tuesday, May 6th

Stew (steak–potatoes–carrots–peas–tomatoes, etc.)
Cabbage sandwiches Milk
Fruit cup
A.M. Fruit juice and cod liver oil
P.M. Milk

Wednesday, May 7th

Baked potatoes Baked tomatoes
Celery
Lettuce sandwiches Milk
Caramel custard
A.M. Fruit juice and cod liver oil
P.M. Milk

Thursday, May 8th

Creamed potatoes Spinach with riced egg yolk
Lettuce sandwiches Milk
Apricot whip
A.M. Fruit juice with cod liver oil
P.M. Milk

Friday, May 9th

Cream of celery soup
Creamed egg and cauliflower — Baked potato
Cabbage sandwiches — Milk
Stewed prunes
A.M. Fruit juice with cod liver oil
P.M. Milk

Monday. May 12th

Egg scouffle — Baked potatoes
Buttered peas
Lettuce sandwiches — Milk
Fruit whip
A.M. Fruit juice and cod liver oil
P.M. Milk

Tuesday, May 13th

Clear tomato soup
Broiled meat cakes — Baked potatoes
Creamed cabbage (cabbage cooked 15 minutes)
Lettuce sandwiches — Milk
Fruit cup
A.M. Fruit juice and cod liver oil
P.M. Milk

Wednesday, May 14th

Cream of spinach soup
Spaghetti cooked with tomatoes — Celery
Lettuce sandwiches — Milk
Chocolate (weak) blanc mange
A.M. Fruit juice and cod liver oil
P.M. Milk

Thursday, May 15th

Vegetable soup—croutons
Mashed potatoes Buttered string beans
Cabbage sandwiches Milk
Creamy rice pudding with dates
A.M. Fruit juice and cod liver oil
P.M. Milk

Friday, May 16th

Creamed potatoes Buttered beets
Cottage cheese and lettuce sandwiches Milk
Prune whip and custard sauce
A.M. Fruit juice and cod liver oil
P.M. Milk

Monday, May 19th

Scrambled eggs—tomato sauce
Mashed potatoes
Cabbage sandwiches Milk
Fruit cup
A.M. Fruit juice and cod liver oil
P.M. Milk

Tuesday, May 20th

Cream of tomato soup
Baked potato Buttered string beans
Lettuce sandwiches Milk
Baked custard with jelly
A.M. Fruit juice and cod liver oil
P.M. Milk

Wednesday, May 21st

Creamed potato Buttered carrots
Celery
Cottage cheese sandwiches Milk
(and lettuce)
Baked apple with dates
A.M. Fruit juice and cod liver oil
P.M. Milk

Thursday, May 22nd

Vegetable soup—croutons
Baked potato Buttered beets
Lettuce sandwiches Milk
Prune whip with custard sauce
A.M. Fruit juice and cod liver oil
P.M. Milk

Friday, May 23rd

Baked potato Creamed spinach with egg yolk
Lettuce sandwiches Cocoa (weak)
Fruit jello
A.M. Fruit juice and cod liver oil
P.M. Milk

Monday, May 26th

Creamed carrots and peas Baked potato
Lettuce and cottage cheese sandwiches Milk
Floating island—jelly
A.M. Fruit juice and cod liver oil
P.M. Milk

Tuesday, May 27th

Vegetable soup—croutons
Creamed potatoes Buttered beets
Lettuce sandwichs Milk
Soft custard on sliced oranges
A.M. Fruit juice and cod liver oil
P.M. Milk

Wednesday, May 28th

Creamed egg and cauliflower Baked potato
Celery
Cabbage sandwiches Milk
Ice cream
A.M. Fruit juice and cod liver oil
P.M. Milk

Thursday, May 29th

Tomatoes, meat and spaghetti
Lettuce sandwiches Milk
Fruit cup
A.M. Fruit juice and cod liver oil
P.M. Milk

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